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ABSTRACT

This handbook was designed to assist reading/language arts support personnel in developing a sequential, developmental program suited to each child's needs. The first of the book's five major sections outlines the procedures for establishing a successful program and discusses such factors as how to create the working environment, schedule time, choose materials, and make a master calendar and timeline. The second section defines the roles of the reading consultant, principal, classroom teacher, content area teacher, and instructional aide. The next section describes the utilization of diagnostic techniques in reading, offers examples of reading skills measures, and explains how to measure readability. The fourth section describes the behavioral goals of the prescriptive reading skills center and explains how to establish one. It also offers instructions for planning inservice programs. The final section offers criteria and a checklist for evaluating the reading program, presents a guide to standardized reading tests, discusses the misuse of reading diagnosis tests, and offers illustrations of various reading skills instruments. Five appendixes contain materials and forms for use in a reading program. (FL)

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READING/LANGUAGE ARTS SUPPORT PERSONNEL

HANDBOOK

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INTRODUCTION

Reading is the means of communication by which children get meaning from the printed page. As a process, it is interrelated with the other communication skills of listening, speaking and writing. Children progress toward two major goals:

(1) mastery of the reading process to the point where the act of reading becomes effortless and

(2) development of permanent lifelong interest and participation in reading from the wide variety of literary resources available in our culture.

There is a need in our society for better education for all people. Due to our modern, mobile and urban society dominated by the mass media, our students come better prepared and bring a richer backgroud to the reading program, and are ready for earlier reading experiences. In contrast, children who lack such opportunities or who learn English as a second language have comparatively greater need for experiences which develop background necessary to success in learning to read. In our schools, teachers must accept the responsibility of providing for each child a sequential, developmental program best suited to his individual needs.

This handbook has been designed for all reading and language arts support personnel.

Some of the materials herein is addressed specifically to reading and/or language support teachers. Other material is pertinent to the reading center teachers. Still other content is appropriate for use by support teachers who work in various innovative reading and language arts programs throughout the district.

It is hoped that this handbook will serve as a guide from which you can select some practical ideas for your role as a reading/language arts support teacher.

INTRODUCTION

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THE PROPHET

Kahlil Gibran

Then said a teacher, Speak to us of Teaching.

And he said:
The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness.

If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.

PHILOSOPHY

We believe -

1. that learning to read is a continuous lifelong process vital to the development of enlightened competent citizens, for it affects the total personality and embraces all areas of thought.

2. that reading is the most important subject in the school curriculum, since all other areas of study require effective use of reading.

3. that the program of reading instruction should impart a love of books, and the increasing ability to translate the written word into intelligent and informed reaction.

4. that reading is best taught by progressing from the whole thought to its parts and then back to the whole.

5. that there is no single device - phonics, sight vocabulary or basic texts - that can adequately fulfill the needs of efficient reading instruction.

6. that all children who enter school are not ready to begin reading nor do they progress at the same rate; therefore, each student, each year, should begin work on his own level and progress as rapidly and as far as possible.

7. that good reading language instruction makes a maximum use of research in the areas of child growth and development, patterns of learning, methods of teaching, and individual differences and needs.

GOALS

The reading/language arts program of the Compton Unified School District reading/language arts support personnel shall be:

To encourage, develop and maintain a strong reading/language arts program.

To upgrade and enrich the reading/language arts program in the school.

To communicate with teachers, administrators, parents and the community regarding the current trends in reading/language arts progress.

To provide a means for diagnosing student's learning needs and prescribing effective techniques for meeting those needs.

To provide a means for acheiving continuity of skill development for the individual student.

To provide for continuous growth in skill development from one grade level to another.

To develop the student's understanding of how to integrate reading/language with other areas of the curriculum.

To provide a means whereby each student may experience success and satisfaction on his/her level.

To encourage self-understanding and develop an adequate satisfying self-image through reading.

To widen the student's ability to comprehend written material at a level that will enable him/her to function as a productive member of society.

To develop the student's ability to comprehend written material at a level that will enable him/her to function as a productive member of society.

DUTIES AND RESPONSIBILITIES OF READING/LANGUAGE ARTS SUPPORT PERSONNEL

The reading/language arts support teacher is one who has had at least five years of successful teaching experience. She has expertise in all areas of reading and also in methods and techniques for individualizing instruction. Her role is that of assisting classroom teachers and reading center/lab teachers to provide a more effective reading program. She also works with the staff to develop implement, coordinate, and evaluate the reading/language arts program.

In supporting the reading program, the reading/language arts support teacher assumes the following duties and responsibilities:

Staff Development

1. Keeps the staff up to date on new methods, techniques and materials in reading/language arts.
2. Conducts demonstration lessons in methodology and techniques.
3. Conducts make-and-take workshops.
4. Interprets the reading program to all teachers, with special emphasis on orienting new teachers.
5. Prepares brief bulletins of a practical nature for teachers.
6. Provides orientation on the new state framework for English and reading.
7. Conducts workshops on how to use resource room/center materials.
8. Provides orientation to new teachers and review to others on PIRAMID management system.

Methods, Materials, and Procedures

1. Assists teachers in developing accurate diagnostic and prescriptive techniques.
2. Assists with class organization for developmental and corrective instruction.
3. Assists teachers in designing a functional classrom environment.
4. Helps teachers identify children's preferred modalities of learning.

Methods, Materials, and Procedures
(continued)

5. Participates in the selection, development and evaluation of materials used in the reading/language arts program: i.e., the supply of reading materials basal, cobasal, and supplementary; the availability of resource materials, the use of workbooks and teachers manuals etc.

6. Trains paraprofessionals, tutors and volunteer aides who assist students in reading.

7. Instructs selected groups of students on an intensive remedial basis.

8. Monitors the reading progress of all students and makes suggestions, for extending student competancies.

Administration of the Program

1. Assists in writing the reading/language arts component of the A127ES form.

2. Plans facilities for the reading/language arts program.

3. Provides leadership by organizing and directing a site reading committee.

4. Assists the principal in determining how the educational dollar should be spent in reading/language arts by submitting a budget which reflects needs and is prioritized.

5. Assists in the articulation of concerns between grade levels in the elementary school and between elementary and secondary schools.

Curriculum Development

1. Serves as a member of district curriculum committees for the purpose of improving the reading/language arts program.

2. Tries to intergrate reading skills into the curriculums of the content areas.

3. Helps subject matter teachers to develop more effective ways of teaching reading.

Research

1. Desseminates information from current research, literature, and conferences in the field of reading to the staff.

2. Interprets research to staff.

Duties & Responsibilities
of Readng/Language Arts
Support Personnel
(continued)

Evaluation

1. Assists the staff with periodic evaluations of the reading/language arts program.

2. Assists in the school - with testing of reading/language art achievement.

3. Helps teachers to select appropriate tests and to make proper use of them.

4. Helps teachers to develop competency in diagnosing pupil strengths and weaknesses in reading/language arts and to combine diagnosis with Instruction to teach reading diagnostically.

Public Relations

1. Intepretes, describes, and explains the reading programs to parents and members of the community.

2. Plan and conducts parent workshops to meet specific needs.

3. Presents demonstrations, question and answer programs, and exhibits of materials at S A C and P. T. A. meetings.

Who

WILL DO THE PLANNING?

Should both the beneficiaries
and the facilitators
have a role in planning, and
when do they begin?

What...

ABOUT GOALS AND OBJECTIVES?

As a result of the process of education, each student should - -

- - have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.

to

Tomorrow's Contributing Citizens

In 1971, the Washington State Board of Education identified the mission of the common schools.

That mission is to "assure learning experiences to help all children develop skills and attitudes fundamental to achieving individual satisfaction as responsible, contributing citizens".

ESTABLISHING YOUR WORKING ENVIRONMENT

It is recommended that five events occur in the resource room, when working with children. These include:

1. individualization of instruction
2. one-to-one instruction
3. independent instruction
4. high on-task behaviors
5. accelerated degree of motivation.

Children in the resource room should be occupied with activities that are specifically related to their educational objectives. (specific reading skills) Each child's educational day may now be planned in order to insure that he has the necessary space, materials and one-to-one contact as well as a specific amount of time in the necessary stations.

Besides working with children in the resource room, your working environment should include:

1. a file system for CRT's and other test materials
2. organized materials for teachers to check out
3. attractive bulletin boards featuring messages or ideas of innovative techniques for teachers to observe
4. Professional library set up for the staff to use as reference or check out
5. current catalogs on file to be used as reference when ordering educational materials
6. materials checked out from District Media Center for teachers to use
7. sets of District and school-site reading programs organized on shelves for reference.

Scheduling Time

How can the teacher insure that there will be a one-to-one instruction time with each child in the resource room? The key to the solution of this problem is to have all the other children in the room engaged in educational activities during the one-to-one contact. Keeping all the children engaged in meaningful educational activities requires careful scheduling. Scheduling is the process whereby each student changes stations or activities during the time period he will be in the room.

Scheduling Time
(continued)

Let us suppose that we are going to plan activities for eight children for about one-half hour. The teacher will have to do this for every group that comes into the resource room. It requires a good deal of work, but no one promised that it was going to be easy - - - - especially if individualism for teacher and child is to be maintained. Allow at least five minutes within your schedule for entry and clean-up time. Let us suppose that these eight students who come to the resource room have been previously referred by their classroom teacher; let us suppose that these students are clustered around two or three specific reading skills requiring instruction. If you have the assistance of an instructional aide or parent volunteer in your resource room, you can divide this group into two groups of four each. Utilize your aide for specific drill work, or to maintain a center activity; this will allow the resource teacher to take the other four students for a skill instruction. Plan to switch these groups so that each child who comes to the resource room will have had skill instruction and a follow up center activity or drill with your aide.

Once the resource teacher has developed a pattern, it may be used for all of her groups. Allow time in your schedule for orientating the students who come to work in your resource room - - - explain to them why they are coming and let them know that this is a special thing - - - a previlege to come to the resource room so that others will not look down upon those who go to the resource room for instruction.

Scheduling Time
(continued)

Use follow-up activities (work in forlders) for reinforcement and for building a bridge between you and the classroom. Articulate with the calssroom teacher on the progress of the students and keep a record of each student's progress on file in your resource room. This will be helpful when parents inquire about their child's progress and for visitors who may inquire about how you function at the shcool-site in your role as reading/language support teacher.

ASSIGNMENT SHEET

You may choose to use an assignment sheet for each student who comes to your room for instruction. The assignment sheet can serve three pruposes: (1) It tells the student exactly what he is to be doing; (2) It tells the student where he should be located; and (3) It serves as a teacher's daily lesson plan.

Assignment sheets should be designed to last for at least one week (this may vary with grade levels). The teacher will have to make daily notations and go through each child's folder every day in order to insure continuous learning. In using any assignment sheet with limited spaces, one will have to develop one's own shorthand. Refer to Ted's assignment sheet as an example.

Assignment Sheet

Name TED Week of Oct. 3-7

	Activity 1 Station 3	Activity 2 Station 4	Activity 3 Station 7	Activity 4 Station 7
MONDAY	R15 Bud (p.10)	Do Sheets	Play Consonant Game	Review 'b' 's' 'd' pgs 10-12

Figure 1

Assignment Sheet
(continued)

Assignment Sheet

Name _____ Week of _____

OBJECTIVE:

	Activity 1 Station __	Activity 2 Station __	Activity 3 Station __	Activity 4 Station __	Activity 5 Station __
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					

Figure 2

At the high school level the students are sensitive to anything that is 'babyish' and they are more capable of independent activities. Generally, three activities are in process: one-to-one instruction, independent learning and mediated instruction (a reinforcement station per se is usually not observed). In the high schools, older children may prefer weekly contracts rather than daily schedules.

One of the strengths of this model is the high degree of structure it presents. The child is given information concerning what is expected, when and where it is to occur and yet is given the freedom to progress at his own rate without penalty.

A good resource teacher has a high degree of structure and flexibility built into her schedule. The key to your success is to plan a schedule meeting the needs of the students and teachers you are working with and to stick to it.

Refer to appendix - for sample copies of:

Resource Schedule

Certificate of Achievement

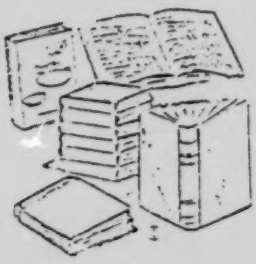
Contracts

Tokens - - - The Happy Face

What....

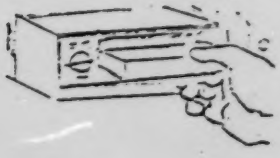
WILL BE NEEDED

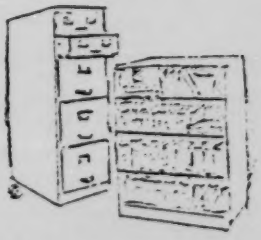
IN THE RESOURCE ROOM?

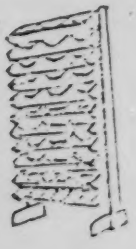


BOOKS/WORKBOOKS

Tapes/Cassettes
and Instructional
Equipment







Furniture

and

more and more books!

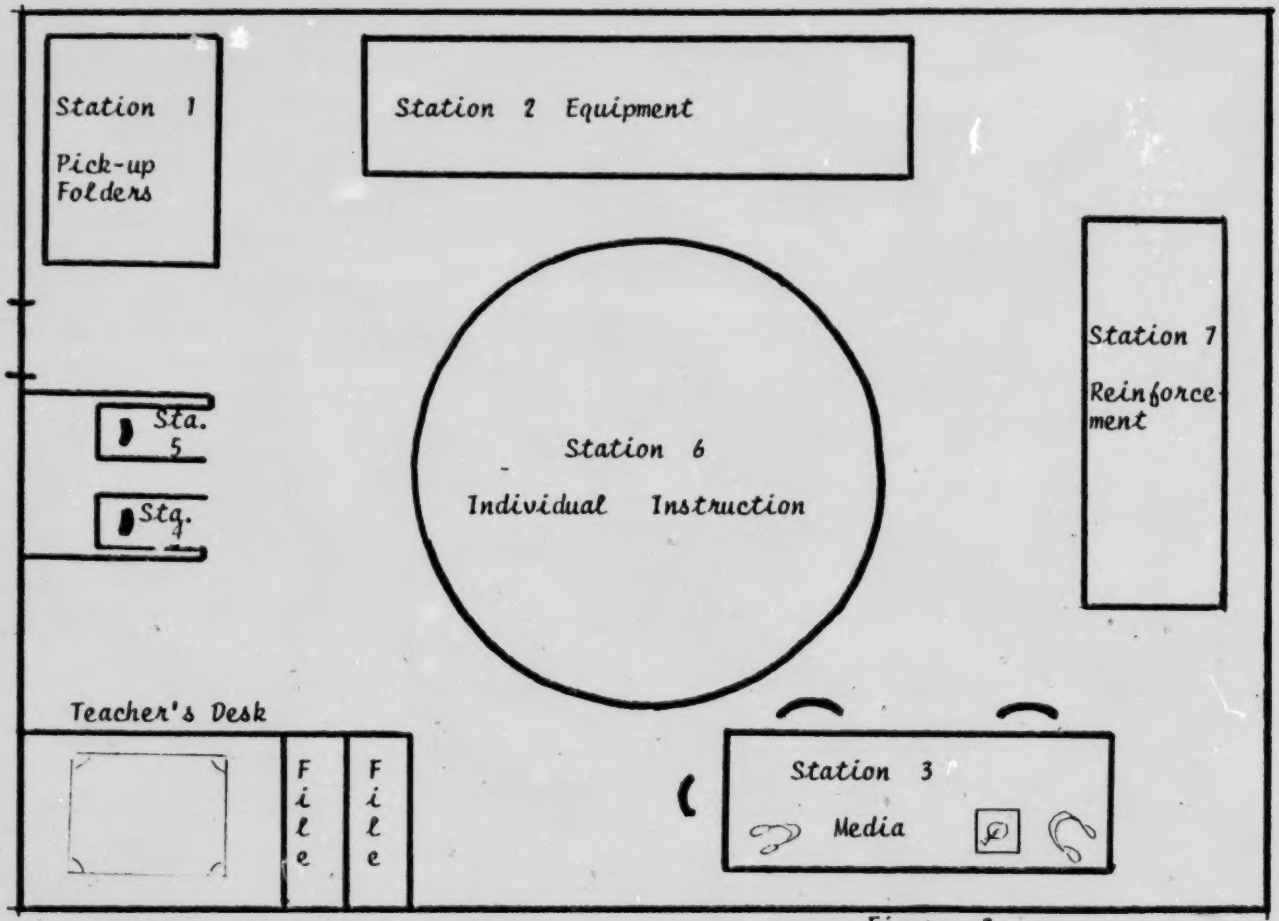


Figure 3

THE RESOURCE ROOM

PLANNING AHEAD

A wife says to her husband,
"I would like to buy a new bedcovering."

Her husband says,
"What will you do with the old bedcover?"

The wife replies,
"I am making new pillow cases from it".

To which the husband queries,
"And what are you doing with the old pillow cases?"

His wife answers,
"Making dust cloths."

"And what are you doing with the old dust cloths," the husband continues.

The wife assured the husband that even the old dust cloths were being put to good use, "as mops", she answered.

"Then what shall you do with the old mops?"

"They were burned and the ashes were used to stuff into the holes in the wall."

To which, the husband gave his permission for his wife to purchase new bedcovering.

Book of Buddah

MASTER CALENDAR

Your master calendar will vary according to your work situation. If you are an elementary reading/language support teacher, the school-site staff development calendar would be your major tool from which you can set your own master calendar of school activities throughout the year.

On your individual master calendar you may wish to include all major school events, your scheduled monthly reading meetings, conference attendance (CRA, IRA, etc.), workshops attended; also include your testing schedule (CTBS) etc., as part of the master calendar.

'SUGGESTED MASTER CALENDAR

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY
MARCH	APRIL	MAY	JUNE	JULY	AUGUST

Figure 4

(Sample Timeline)

TIMELINE

Initial testing & placement in Reading	Implementation of the classroom management system (Reading) Prescriptive Instruction	Prescriptive Instruction Parent Involvement Reinforcement & Maintenance	Evaluation Pupil Achievement & Instructional Process Writing the reading/language component
SEPT. OCT.	NOV. DEC. JAN.	FEB. MAR. APR.	MAY JUNE

Figure 5

Suggestion: Develop your timeline to meet the needs of the people you are working with. You may wish to list your timeline on your bulletin board or arrange it in your reading notebook.

Additional items you may wish to include on your timeline:

1. Assist the teachers in placement and testing procedures during the first 3 weeks of school.
2. Assist the teachers in preparing independent activities.
3. Assist the teachers in monitoring the class as they work independently.
4. Select appropriate instructional materials for each group according to instructional levels.
5. Implement developmental reading instruction.
6. Schedule instructional time for individual groups (in the resource room).
7. Give priority to new teachers.
8. Assist teachers with the physical arrangements of their classrooms.
9. Prepare individualized skill instruction.
10. Assist in staff development meetings as needed.

SUGGESTED RESOURCE TEACHER'S SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Planning preparation yd. duty, etc.	Planning preparation yd. duty, etc.	Planning preparation yd. duty, etc.	Planning preparation yd. duty, etc.	Use Fri. for Planning, Research, Meetings, etc.
9:00-9:30					Resourcing with teachers etc.
9:30-10:00					
10:00-10:30					
10:30-11:00					
11:00-11:30					
11:30-12:00					
12:00-12:30					
12:30- 1:00					
1:00- 1:30					
1:30- 2:00					
2:00- 2:30					
2:30- 3:00					

Figure 6

MASTER CALENDAR

Your master calendar will vary according to your work situation. If you are an elementary reading/language support teacher, the school-site staff development calendar would be your major tool from which you can set your own master calendar of school activities throughout the year.

On your individual master calendar you may wish to include all major school events, your scheduled monthly reading meetings, conference attendance (CRA, IRA, etc.), workshops attended; also include your testing schedule (CTBS) etc., as part of the master calendar.

GETTING THE JOB DONE

"IT IS THE FIRST STEP THAT COUNTS"

French proverb.

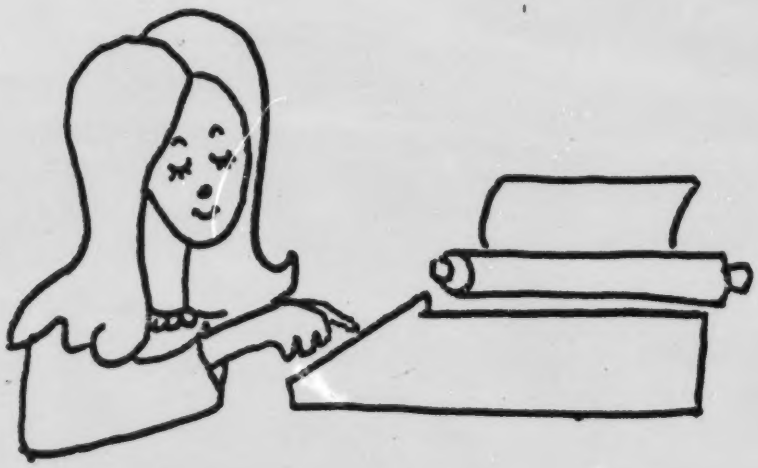
THX KXY IS YOU

XVXN though our typxvritxr is an old modxl, it works quitx wxll xxcxpt for onx of the thx kxys. It is trux that thxrx arx forty kxyx that function wxll xnough, but just onx kxy not working makxs thx diffxrxncx.

Somxtimxs it sxxms to mx that our program is somx what likx this typxvritxr. You may say to yoursxlf, "Wxll, I am only onx pxrson, I won't makx or brxak a program." But it doxs makx a diffxrxncx bxcausx a program to bx xffxctivx rxquirxs thx participation of xvxry pxrson.

So thx nxxt timx you think you arx onx pxrson and that your xffforts arx not nxxdxd, rxmxmbxr our typxvritxr and say to yoursxlf, "I am a kxy pxrson in our program and I am nxxdxd vxry much."

Xnough said . . . . . You arx Morx important than you bxlixvx.



RELATIONSHIPS - A TEAM CONCEPT

An effective Reading/Language Arts program depends on cooperative planning, implementation, and evaluation.

At the building level, the principal, support teachers, classroom teachers, and instructional aides share the common goal of helping each child reach his maximum potential.

Each member of this team has a unique responsibility for the success of the Reading/Language Arts program.

Supporting the team members is the district Reading Consultant.

Hence, each role is described in relationship to the team.

"LET'S GO HAND IN HAND
NOT ONE BEFORE THE OTHER."
Shakespeare

THE ROLE OF THE READING CONSULTANT

The Reading Consultant is part of the Reading/Language Arts Team.

The Reading Consultant:

a) Interprets reading programs to teachers, administrators, support personnel, parents, and community.

b) Assists in reading program implementation; coordinating at the District level - - consulting at the school-site level.

c) Assists with selection/adoption/review of materials.

d) Assists with ordering and disemination of materials.

e) Coordinates District inservice regarding reading-language programs.

f) Participates in curriculum development.

g) Participates in program evaluation processes.

h) Assists with school-site inservice.

i) Demonstrates practical and current teaching techniques.

j) Operates to facilitate communication regarding reading from District to schools.

k) Recommends or brings in experts in various fields.

l) Familarizes administrators and teachers with educational resources and services in the area.

m) Brings new ideas/information from research literature.

THE ROLE OF THE PRINCIPAL

The principal is part of the Reading/Language Arts Team.

1. The principal gives:
   a) HIS ENTHUSIASM
      Teachers sense this effort and become more motivated themselves, which results in positive goal directed activity and greater enthusiasm.

   b) HIS SUPPORT
      He takes time to talk to teachers about their programs and their students. He allocates room and materials necessary for a successful program.

   c) HIS WATCHFUL EYE
      He takes time to watch for good things he sees and compliments resource teachers, teachers and students.

2. The principal:
   a) Solicits, encourages and welcomes the aid of all district experts in the area of reading/language development.

   b) Encourages support teachers to attend appropriate meetings, workshops, and conferences within the district and other areas.

   c) Gives the highest budget priority to reading/language arts. He works to secure needed resources, materials, and federal funds wherever possible.

   d) Reviews and analyzes test results of reading/language arts instruction.

   e) Stresses the importance of a sound reading/language arts program at faculty meetings. His attendance at city and state reading/language arts conferences encourages teachers and promotes pride in their principal.

THE ROLE OF THE CLASSROOM TEACHER

The classroom teacher is part of the Reading/Language Arts Team.

The classroom teacher:

a. Maintains the responsibility of the developmental Reading/Language Arts program for the entire class.

b. Confers with the Reading/Langauge Arts support personnel concerning needs of the child, materials used, and learning activities presented in both classroom and Reading/Language Arts lab.

c. Identifies special learning strengths and weaknesses of students through criterion-referenced and other tests.

d. Completes cluster sheets or special referral forms for students who will work with the Reading/Language Arts support personnel.

e. Utilizes all available resources for prescriptive purposes.

f. Evaluates the students' progress and modifies teaching strategies accordingly.

THE ROLE OF THE CONTENT AREA TEACHER

The content area teacher is part of the Reading/Language Arts Team.

The content-area teacher:

a. Teaches students to use developmental reading and language arts skills in that content area.

b. Teaches the special reading and language arts skills of that content area.

c. Continues to work toward the development of each student's reading, language arts, and study skills.

THE ROLE OF THE INSTRUCTIONAL AIDE

The instructional aide is part of the Reading/Language Arts Team.

1. The instructional aide shows:
   a. a cooperative spirit
   b. a willingness to share responsibility
   c. a sense of ethics when talking to others about the teacher and/or the children.
   d. a sense of friendliness and caring for children.
2. The instructional aide assists in the Reading/Language Arts program by:
   a. Listening to children read.
   b. Reading to the class or telling stories.
   c. Working with individuals or small groups to reinforce materials presented by the teacher.
   d. Working with children in learning centers.
   e. Assisting children in language experiences.
   f. Correcting materials.

DIAGNOSING

"LOOK WHERE IT IS NOT AS WELL AS WHERE IT IS"

17 Century Proverb

The Utilization of Diagnostic Techniques As It Relates to Reading

Most good instruction begins with information about the learner. This will include knowledge, skills and his reading instructional level. Based on this information, suitable levels of materials can be selected or prepared to meet the individual needs of teachers and students. Thus, the information gained plays a significant part in instructional planning. It is important for the teacher to gain information about his learners before specific instructional planning is carried out.

A continuous diagnosis shall be made of the learner's reading achievement in order to provide guidelines for a sequential and balanced skill development program.

Responsibility for student placement in an appropriate program is the responsibliity of the building principal, classroom teachers, resource support personnel and other personnel.

State adopted books, materials, and other support materials form the care of the reading program for the majority of learners. A program shall be provided for those learners whose needs cannot be met by books and materials adopted by the State.

The school provides an excellent setting whereby the learner can find himself. Through varying experiences provided by the teacher, the learner can be helped to discover his abilities and potentialities.

In order to help the learners have meanignful experiences, the two questions listed below relate to diagnosing.

a). What methods, techniques, and approaches do you use when diagnosing your class in order to meet the needs of each learner?

b). What assistance do you feel is needed regarding diagnostic techniques to encure that learning opportunities are provided for each learner?

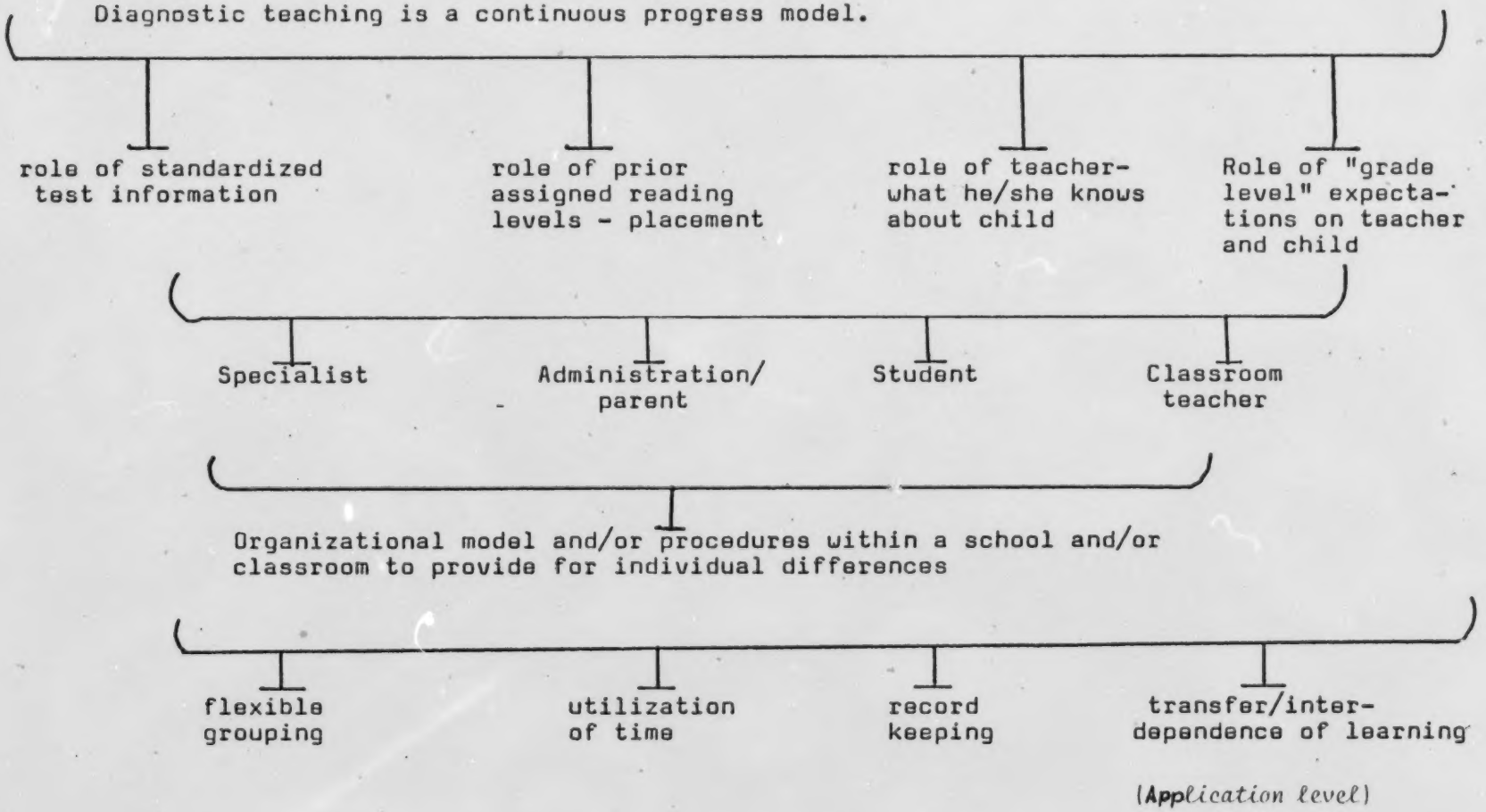
Refer to the Appendix C and Potpourri of Ideas.

DIAGNOSING READING GROWTH AND INSTRUCTIONAL NEEDS

Diagnostic teaching as opposed to diagnostic testing.

Diagnostic teaching has a developmental emphasis.

Diagnostic teaching is a continuous progress model.


role of standardized test information
role of prior assigned reading levels - placement
role of teacher- what he/she knows about child
Role of "grade level" expectations on teacher and child
Specialist
Administration/ parent
Student
Classroom teacher
Organizational model and/or procedures within a school and/or classroom to provide for individual differences
flexible grouping
utilization of time
record keeping
transfer/inter-dependence of learning

(Application level)

HOW TO DESIGN AN INFORMAL READING INVENTORY

Purpose: To provide the teacher with "insight" into possible areas of specific comprehension difficulty.

Design: Select a passage of approximately 100-200 words and determine the readability level (see: Readability to aid in selecting material of appropriate difficulty. Always use reading materials on the child's Instructional Reading Level.
Type the passage, readability level, and questions as illustrated in the sample.

Sample: INFORMAL READING INVENTORY:

As far back as history itself, man has used fire. Primitive man produced fire by rotating a pointed stick in a grooved piece of wood. The friction caused by rapid rotating yielded sufficient heat to produce a fire. One can almost picture the comfort of such fires during the long dark hours and sense the protection of fires which frighten most wild animals.

Modern man has grouped fires into three general categories since each must be fought in a different way. Class A fires, the largest group, involve wood, paper and ordinary combustibles. Class B fires involve flammable liquids such as gasoline. Fires which involve live electrical equipment make up the last category, Class C.

Firemen must be careful to fight fires using the correct materials. Although they can safely extinguish ordinary combustibles with water, the use of water can spread flammable liquid fires. In the case of electrical fires, water actually conducts the electricity. Baking soda is effective in extinguishing both class B and C fires.

Always be careful never to attempt to put out a fire with starch or flour because these materials explode and you could end up cooking your own goose!

Readability: Grade 7

MAIN IDEA 1. This story is about:
___ categories of fires ___the effect of water
___ flammable liquids ___friction fires

DETAIL 2. Who has classified fires?
___ Baking soda ___ Modern man
___ Primitive man ___ Live electrical men

DETAIL 3. Why did primitive man produce fire?
___ To groove pieces of wood
___ To ward off wild animals
___ To produce friction by rapid rotation

SEQUENCE

4. Number the following 1, 2, 3, 4, 5 in the order mentioned in the story:
   ___ combustible fires involve wood and paper
   ___ fire was produced by friction
   ___ water actually conducts electricity
   ___ fires are grouped into categories
   ___ water extinguishes combustibles

VOCABULARY

5. The word which means "to give" is:
   ___ rotate ___ flammable
   ___ yield ___ extinguish

VOCABULARY

6. In this story, "primitive" means:
   ___ ancient ___ early period
   ___ simple ___ a derived form

SENSORY IMPRESSION

7. Which sense would you use to detect starch?
   ___ sight ___ touch
   ___ smell ___ taste

CHARACTERIZATION

8. Primitive man was described as being:
   ___ selfish ___ frightening
   ___ clever ___ rotating

SETTING

9. From the description, one could assume that the primitive man was:
   ___ near a cave ___ sitting on dry leaves
   ___ on a raft ___ outside in the rain

TIME

10. When were fires a comfort to primitive man?
   ___ at noon ___ daytime
   ___ at night ___ never

AUTHOR'S PURPOSE

11. Why did the author write this story?
   ___ to make fun of early man's fire-making
   ___ to tell how to cook geese
   ___ to warn people about live electricity
   ___ to inform the reader about the types of fires

PERCEIVING RELATIONSHIPS

12. Wood & Paper:Water as Flammable Liquids:_____
   ___ gasoline ___ baking soda
   ___ electricity ___ flour

COMPARISON & CONTRAST

13. Wood and gasoline are alike in what way?
   ___ flammable ___ liquid
   ___ electrical ___ conduct

DRAWING CONCLUSIONS

14. Which of the following is not possible:
   ___ extinguishing forest fires with water
   ___ extinguishing electrical fires with baking soda
   ___ extinguishing a toaster fire with water

PREDICTING OUTCOMES

15. If you were to mix baking soda and water, which type of fire would you predict could be safely extinguished?
   ___ paper fire ___ electrical fire
   ___ gasoline fire ___ all of these

CAUSE & EFFECT

16. What would cause an explosion to occur?
___ a flammable liquid fire
___ cooking your own goose
___ mixing starch and flour
___ sprinkling flour on a gasoline fire

CRITICAL READING

17. Which statement, made by the author, is not really true?
___ electrical equipment is live
___ water conducts electricity
___ each category of fire must be fought differently
___ rapid rotating causes friction

FIGURATIVE LANGUAGE

18. When the author wrote "cooking your own goose," he meant:
___ don't kill the goose that laid golden eggs
___ you may be injured
___ exploding starch and flour will cook a goose

Note: It is not intended that you need to design 18 different questions for each informal reading inventory you write. Selecting ten good questions, of different types is sufficient. Of course, primary teachers will select principally main idea, detail, sequence and vocabulary questions. Intermediate and junior high teachers will cover literal comprehension, but emphasize inferential and critical comprehension skills as well.

Administration: Copies of the test you design should be duplicated and given to children who are reading on the level indicated by the Readability Level. Explain that the test is to be read silently and that children are allowed to "look back" at the story when they answer the questions. Answers should be X-ed, and only one answer should be indicated for each question. Although the test is not timed, do not allow more than 30 minutes.

Scoring: Generally, a successful completion of the test would be indicated by a score of 80% or better correct. Remember, this is an informal testing device and is intended primarily to aid the teacher in planning for specific comprehension skill instruction--it is not intended to label a child as a "7th Grade Reader" for example. Using the test results for a group of children will help you in planning which materials, mobiles, games, etc. would be most needed by your students.

Page 35 (Reading Level Chart), page 36 (Informal Oral Reading, and Comprehension Test--Teacher's Guide), pages 37, 38 (Informal Oral Reading and Comprehension Test--Student Copy), and pages 39, 40 (Readability and Readability: An Illustration) all from Comprehension Joy by Keith (see bibliography)--removed due to copyright restrictions.

PRESCRIBING

"HAPPINESS IS AN EFFECTIVE PRESCRIPTIVE PROGRAM"

Rx FOR PRESCRIPTIVE TEACHING

Once you've put your finger on the nature of the learning disability, you are ready to prescribe.

This prescription - or what to do to remove the obstacle in the way of learning - is vital. But to make prescriptive teaching work, you'll have to lean heavily on the old adage, "variety is the spice of life." and in order to offer variety, you'll need to build up reserves so that you can choose from a bank of alternative prescriptions.

Freedom is the key work in prescriptive teaching - freedom for the children to stimulate each other to more productive learning; and freedom for you to try whatever seems right and appropriate. Some things will work and some things won't. But a constant evaluation of what you are doing will give you guidance as to where to go next.

The following suggestions are designed to assist the resource teacher in developing an effective prescriptive program, enabling the child to become the most successful learner possible.

THE PRESCRIPTIVE READING SKILL CENTER

The Learning Center Approach to instruction is an organizational framework that personalizes learning. It is child-centered and meets the individual needs of children by exposing them to a variety of motivating multi-level activities.

Reading Skill Centers can be created to instruct, reinforce, review or enrich a skill or concept. The Centers should contain a variety of multi-level activities that meet the ability range, interests and needs of the class. They should be colorful, appealing, motivating; a place where a child can think, discover, initiate and develop his learning.

BEHAVIORAL GOALS FOR CHILDREN

Learning Centers encourage the growth and development of the following abilities:

The ability to .....

- Think and work independently
- Follow directions independently
- Follow sequential procedure
- Develop self-responsibility
- Develop self-discipline
- Develop independence in decision making
- Develop a longer attention span
- Think critically and creatively
- Extend and enrich one's knowledge
- Evaluate one's own performance

PROCEDURE FOR ESTABLISHING PRESCRIPTIVE SKILL CENTERS

1. Define the children's needs.
2. Determine the skills that will be taught, reinforced, enriched or extended.
3. Select the activities that will develop these skills.
4. Establish behavioral objectives.
5. Create the Centers using multi-level activities to meet the variety of needs.
6. Plan the sequential development of skills or activities.
7. Involve the children in the planning or making of materials whenever possible. This personalizes the center for them.
8. Plan a simple basic format for all of the centers.
   a. Use the same basic routing system.
   b. Use the same type of directional card, making directions simple, explicit and easy to read.

c. Develop a simple coding system that will enable the children to self-check the activities.
d. Adapt the vocabulary level of all the activities to the comprehension level of the students.

9. Involve the children in the planning of Center standards.
10. Develop a general Center procedure, write it on a large chart and post it.
11. Plan time schedules, routing schedules and individual conference schedules.
12. Introduce each Center, explain the activities, procedures, use of materials and methods of evaluation.
13. Prescribe individual activities for individual children.
14. Circulate, guide and praise the children while they are working.
15. Encourage sharing and solving and exchange of ideas with friends. Children learn form each other.
16. Evaluate their progress and prescirbe additional reinforcement or new objectives.
17. Initiate a group discussion of the Center. Ask the children to evaluate the Center activities. Note the positive and negative comments and revise the Center for the following year.

CENTER PROCEDURE FOR CHILDREN

1. Center activities are prescribed for each child. These can be written on a Routing Card.
2. The child selects a Center activity by placing his name card in the corresponding pocket of the Routing Chart.
3. He reads the directions and follows them carefully.
4. He self-checks his work and corrects it.
5. He places written acitvities and illustrations on display or in his folder.
6. He cleans the Skill Sheets and replaces the center materials.
7. He takes a *Post Test* to determine his mastery of the skill.
8. If more reinforcement is needed, additional activities or Skill Sheets are prescribed.
9. If the *Post Test* indicates mastery of the skill, his Routing Card is marked and he proceeds to the next activity.

RECORD KEEPING

The simplest and most effective system should be used.

Each child should have a folder in which to keep samples of his work. These should be discussed and evaluated during individual conference time.

The teacher should also keep an evaluative folder for each child. It should contain *Post Test* scores, work samples, teacher observations, anecdotal records, and a Profile Sheet of skills. This is an invaluable aid for parent conferences and written reports.

RESOURCE CLUSTER FORM

Classroom teacher _____ week of _____ Time (from - to) _____

Area of instruction _____ Skill area(s) _____

STUDENTS	DEFICIT CODE	COMMENTS	COMMENTS

Figure 7

This cluster form can be used to simplify the identification of the selected groups of students with which you work.

HOW TO USE THIS CLUSTER FORM

1. Prepare cluster forms on eye-catching colored paper.
2. Distribute a supply of cluster forms to each classroom teacher.
3. Orient the classroom teachers in the use of the forms.
   a. Complete forms in duplicate using carbon.
   b. Use CRT results to determine clusters.
   c. List one or two deficits for students in cluster.
   d. Return cluster forms to support teacher at least two days before remediation is to begin.
   e. Comments may be made by classrom teacher before remediation begins or by the support teacher after remediation has been done.
   f. The original is returned to the classroom teacher at the end of the remediation sessions.
   g. The support teacher keeps the carbon for her records.

SKILL CHART SAMPLE

This chart is done for the games shown →	Peek Boards	Clothes Pin Boards	Sorting Boards	Magic Picture Boards	Configuration Cards	Jumbled Words	Short Vowel Wheels	Baseball Words	Football Words	Hanging Dictionary	Lollipop Phonics	Sound Cards	Command Cards	Word Family Cards
Antonyms	X	X	X	X										
Blends	X	X	X											
Classifications			X											
Comprehension														
Compound Words	X	X							X					
Contractions		X		X										
Digraphs	X		X											
Homonyms	X	X												
Letter Recognition					X	X				X	X	X		
Rhyming	X	X	X	X				X					X	
Sequencing (Alphabet)					X					X				
Sequencing (Story)														
Sounds	X		X	X								X		
Spelling	X				X	X				X				
Synonyms	X	X												
Syllables	X	X												
Thinking Skills			X									X		
Word Recognition	X					X	X	X				X		
Word Definition														
Word Families								X					X	
Vowels	X	X	X				X	X			X			

Figure 8

* List your own games, and identify the skill(s) in the proper column(s).

PLANNING AND IMPLEMENTING

INSERVICE PROGRAMS

An invitation to a workshop which can solve your problems!

"MEN LEARN WHILE THEY TEACH."

Seneca

PLANNING AND IMPLEMENTING INSERVICE PROGRAMS

You play a key role in developing inservice programs pertinent to the needs of your staff. When planning workshops, consider the very diverse backgrounds, interests, and abilities of the staff. Strive to develop programs which keep every participant continuously interested and challenged.

Meetings should emphasize your services, sharing new ideas, displaying new materials, and demonstrating new teaching techniques. Action is the key to successful workshops. Teachers should feel the thrill of involvement. A multi-media approach generates enthusiasm. In various ways, you can serve all teachers and help them contribute to the total reading/language arts program.

COMPTON UNIFIED SCHOOL DISTRICT
Division of Educational Services

Versie G. Burns - - - Reading Consultant

PLANNING CUES FOR EFFECTIVE INSERVICE PROGRAMS

The success of any program lies in the careful planning of incidentials. In order for everything to run smoothly, care should be taken that following items are checked out before the day of the workshop.

SCHEDULING CKECKLIST

- Advanced notice (ie monthly/weekly calendar)
- Advanced flyers announcing date, time, place, topic

ROOM SELECTION CHECKLIST

- Seating capacity
- Lighting (shades, windows, etc.)
- Outlets (operative?)
- Ventilation
- Outside/Inside noise factors

EQUIPMENT CHECKLIST

- Screen
- Overhead projector (extra bulb)
- Tape recorder
- Slide projecter (carousel)
- Extension cords, adapters, etc.
- Board (chalk, etc.)
- Microphone

MATERIALS CHECKLIST

- Signs (directional arrows to auditorium/room/restroom
- Evaluation sheets

MISCELLANEOUS

- Planned coffee breaks or activity breaks
- Avaliability of time for diccussion and/or questions

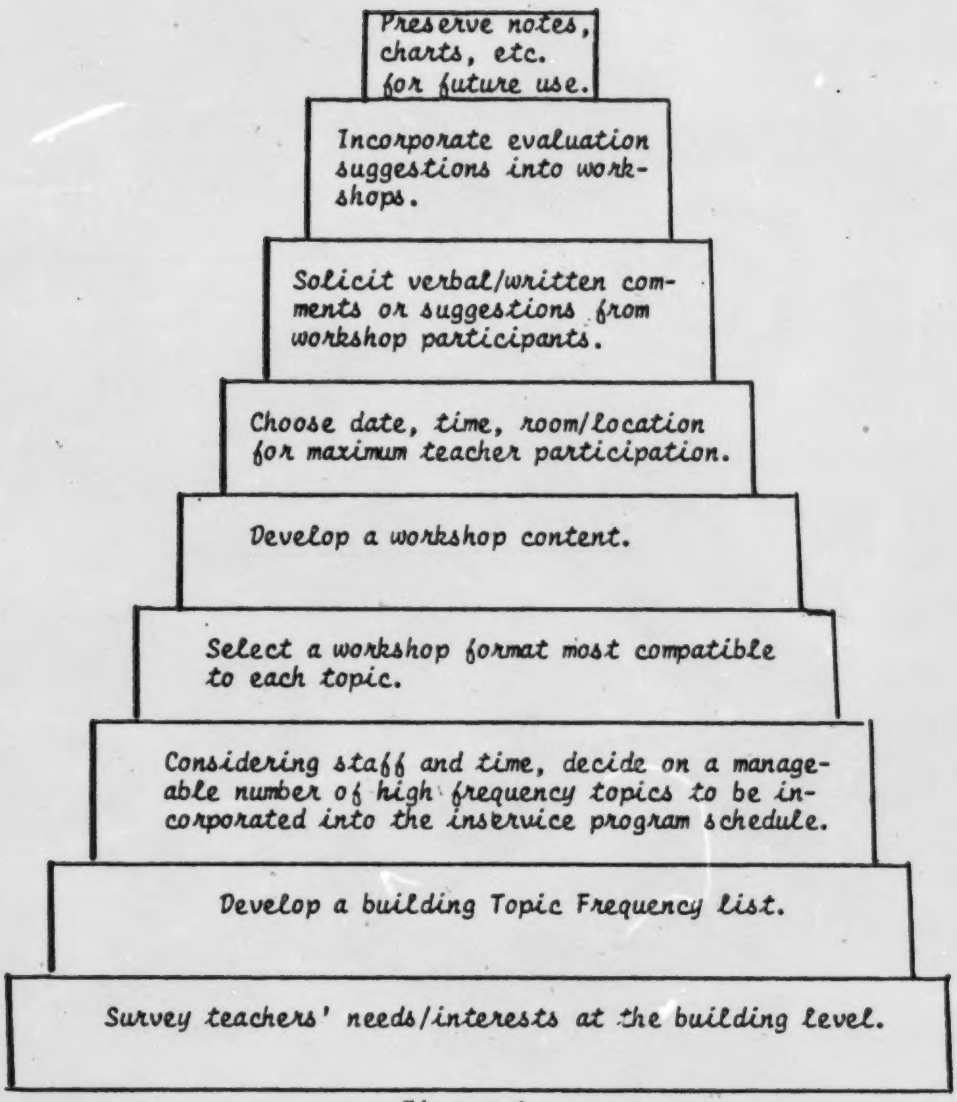

Preserve notes, charts, etc. for future use.
Incorporate evaluation suggestions into workshops.
Solicit verbal/written comments or suggestions from workshop participants.
Choose date, time, room/location for maximum teacher participation.
Develop a workshop content.
Select a workshop format most compatible to each topic.
Considering staff and time, decide on a manageable number of high frequency topics to be incorporated into the inservice program schedule.
Develop a building Topic Frequency list.
Survey teachers' needs/interests at the building level.

Figure 9

STEPS IN

DEVELOPING INSERVICE PROGRAMS

AT THE

BUILDING LEVEL

SUGGESTED FORMAT FOR WORKSHOPS

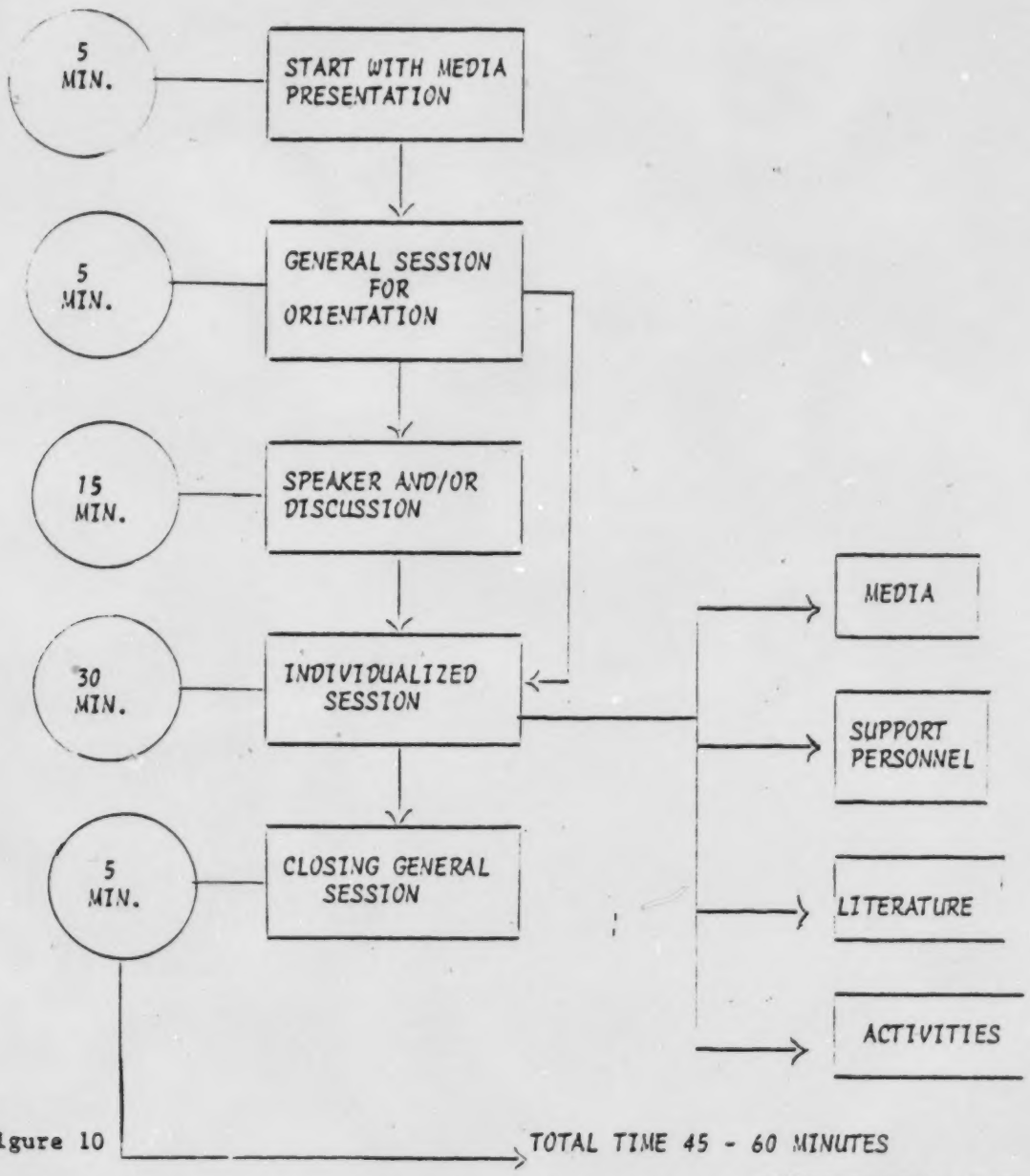


Figure 10

In planning an inservice, consider the following elements as shown in the flow chart, above.

1. *Media presentation or game to set the tone of the workshop and reward the early arrivals.*
2. *General session for orientation - to succinctly state the rationale, define general objectives, and explain format.*
3. *Speaker - may be bypassed - - - Discussion*
4. *Individualized session - to allow participants to choose from a prepared list and pursue activities tailored to meet preassessed needs.*
5. *Closing general session - to summarize briefly, and complete evaluation forms.*

EVALUATION

"PRACTITIONERS SHOULD PLAY A ROLE
IN DEVELOPING NEW METHODOLOGIES."

Editorial - Reading Research Quarterly

PROGRAM EVALUATION

The purpose of evaluation is to improve decision making that is, to achieve objectives at a minimum cost. This presumes that: (1) there are specifiable objectives for the program; (2) there is agreement on objectives at least among those responsible for the program; (3) there are alternative ways of achieving these objectives; and (4) costs differ depending on which alternative is selected.

Some teachers incorrectly believe that it is necessary to complete a unit of instruction before it can be evaluated. This belief delays evaluation.

Evaluations of a completed program are called summative evaluations; those that provide continuous feedback throughout the program are called formative evaluations. One advantage of formative evaluation is that it allows the teacher to review and modify teaching methods and materials throughout the course. Item analyses can point out student's misconceptions and misunderstandings; and formative evaluation can provide students with feedback and can help improve motivation.

EVALUATION OF THE READING PROGRAM

The eyes and ears of a well prepared teacher continues to be among the best instruments of appraisal; however, we can validate or supplement these observations with objective tests.

There is a relationship between enjoyment of and skill in an activity, so we need to carefully assess our children's reading skills.

We should compare the test performance with our daily perception of the learner. If the learner performs significantly better in either the test or classroom, what factors might be responsible? Obviously, a numerical grade placement score does not begin to answer the question.

Two criteria to guide us in focusing on this problem are:

1. The material must be easy enough to encourage a learner's progress and interesting enough to hold the learner's focus. This may involve abandoning, for a time, the state series and selecting a book with a low vocabulary load and exciting content. We have not abandoned word attack skills and extraction of meaning, but we are concentrating on first things first.
2. We, having selected the reading task, now turn to our design to help the learner accomplish it. Here our diagnosis of the learner requires professional literacy in learning theory and personality theory.

To what regard system will he respond? Will his accomplishment be positively reinforcing or do we need to add the social rewards of praise and recognition?

How long a reading period can the learner tolerate before negative feelings take over? How might we extend this period?

These are samples of the questions we must answer for a valid diagnosis. The questions determine whether we skillfully entice him into the reading task. Diagnosis must lead to action. The results determine the validity of our diagnisis and prescription.

Before the child reads print the teacher's task is two fold.

1. Discovering the instant-sight vocabulary which the learner possesses.
2. Developing the nonverbal reading ability which all possess to further and greater levels of symbolic sophistication.

DIAGNOSTIC INVENTORIES

1. Nonverbal Inventory
2. Left-Right Scanning Inventory
3. Visual Discrimination Inventory
4. Related to Reading Inventory

Checklist

In addition to measuring specific reading skills or aspects of the reading program, the reading consultant or administrator may be called upon to evaluate school or system-wide program. For this purpose, the following checklist developed by Rauch[1] may be used to good advantage.

The Reading Program	Yes	No
1. Is it a K-12 sequential program where skills of one level are built upon the skills of previous levels?	—	—
2. Are the following components of a good reading program emphasized?		
1. Word recognition skills	—	—
2. Comprehension skills	—	—
3. Study skills	—	—
4. Planned literature program	—	—
5. Recreational reading	—	—
3. What materials are being used to supplement basic instructional texts?		
1. Workbooks	—	—
2. Programmed materials	—	—
3. Instructional kits	—	—
4. Trade books	—	—
5. Audio-visual materials	—	—
6. Others	—	—
4. Is a love for reading being instilled?	—	—
5. Are the following three types of reading programs being emphasized?		
1. Developmental (i.e., basically the type of program for 'able' readers doing grade level reading and above.)	—	—

1 Sidney J. Rauch. "A Checklist for the Evaluation of Reading Progress." Reading Teacher. 21: 519-522; March, 1968.

Checklist
(continued)

	Yes	No
2. Corrective (i.e., basically the type of program for those pupils who are slightly below grade level and whose instructionsal needs can be met in the regular classroom.)	—	—
3. Remedial (i.e., basically the type of program for those pupils who are seriously below grade level, and who require specialized instruction in an individual or small group situation.)	—	—
6. Is the program being continually evaluated?	—	—
7. Is reading regarded as a process rather than a subject?	—	—

Comments

_____

_____

The Administrative and Supervisory staff

1. Are school leaders knowledgeable about the reading process?	—	—
2. Do they provide an atmosphere conducive to learning?	—	—
3. Do they provide time and personnel for in-service training?	—	—
4. Are the necessary basic instructional materials furnished?	—	—
5. Are the supplementary materials furnished?	—	—
6. Do they encourage educational experimentation and innovations?	—	—
7. Do they fully support the work of the reading supervisor, consultant, or specialist?	—	—
8. Are teachers consulted or advised before new programs are instituted or changes made?	—	—
a. Programmed instruction	—	—
b. Initial teaching alphabet	—	—
c. Linguistically-oriented	—	—
d. Color coding	—	—
e. Nongraded grouping	—	—
f. Others	—	—

Administrative and Supervisory staff (continued)

	Yes	No
9. Is creativity on the part of teachers encouraged?	—	—
10. Is time provided for teacher observations and intervisitations?	—	—

Comments

_____

The Teaching Staff

11. Are they experienced?	—	—
2. Are they receptive to change?	—	—
3. Are they receptive to offers of professional help?	—	—
4. Are efforts being made to improve their instruction?	—	—
a. Inservice programs	—	—
b. Conferences	—	—
c. Recommended readings	—	—
d. Demonstrations	—	—
e. Intervisitations	—	—
5. Are efforts made to individualize instruction?	—	—
6. Are they flexible in their grouping procedures?	—	—
7. Does the teacher consider the basal reader as a tool for teaching reading skills, rather than as a complete reading program?	—	—
8. Is the library made an important part of the reading program?	—	—
9. Are teacher-aides and or clerical assistance available?	—	—
10. Do teachers take advantage of community resources to enrich their teaching?	—	—

Comments

_____

_____

The Pupils	Yes	No
1. Are they reading on their own?	—	—
2. Is application of reading skills made to the content areas?	—	—
3. Do they recognize reading as a four-step process (Wm. S. Gray's definition in On Their Own In Reading)?	—	—
a. Word perception	—	—
b. Comprehension	—	—
c. Reaction or evaluation	—	—
d. Integration of ideas	—	—
4. Is evaluation of reading skills an on-going process?	—	—
a. Teacher observation	—	—
b. Standardized reading tests	—	—
c. Informal reading tests	—	—
5. Are they given opportunities to report on books?	—	—
a. Written reports	—	—
b. Oral reports	—	—
c. Dramatization	—	—
6. Do pupils have a positive attitude towards the reading teacher or specialist?	—	—
7. Do they handle books and supplementary materials with respect?	—	—

Comments

_____

The Parents		
1. Are they familiar with the school's philosophy of reading instruction?	—	—
2. Has the program been adequately presented to them?	—	—
3. Are they given an opportunity to participate in various phases of the reading program (e.g., book fairs volunteer tutoring, etc.)?	—	—
4. Are they satisfied with the reading program?	—	—
5. Are contemplated changes or new programs presented to them?	—	—

The Parents
(continued)

	Yes	No
6. Are parents contributing to readiness for beginning reading?	—	—
7. Are they given opportunities to express their opinions and make recommendations?	—	—
8. Do they feel that all pupils are involved in the reading program?	—	—
9. Are the majority of parents readers themselves?	—	—
10. Do parents take advantage of community resources in enriching their children's experiential background?	—	—

Comments

_____

Concluding Remarks

Evaluation in the reading program must be a frequent and continuous process. Evaluation can be both formal and informal. Formal evaluation usually involves the administration of standardized reading tests at periodic intervals. The reading consultant should be aware of the merits and limitations of standardized tests, and help teachers and administrators view the results of these tests in proper perspective. Whenever possible, informal tests should be given which complement objective test results.

The reading consultant can devise forms which require teachers to note instructional reading levels at the beginning and end of the school year. Comparison of reading levels will help determine the pupil's reading growth during the year.

The reading consultant can also survey the entire school staff to assess the strengths and weaknesses of the entire reading program. The results of this survey will allow the consultant, working with staff members, to improve the reading program by making the necessary changes.

Purpose:

To provide a means for evaluating tests selected to monitor reading programs.

Explanation:

Evaluation is a decision-making process that depends on reliable and valid observations about pupil progress. Teachers of reading are often given the responsibility of selecting test instruments to monitor reading programs. Teachers are involved in a summative evaluation process which occurs at the end of a program or course of study. This process can provide valuable information which can be used to assess the effectivness of the entire reading program and often implies correction if the program is to continue. The selection of the appropriate test instrument to meet the needs of a specific program is a critical decision which must be made by educators. The evaluation form is a means of helping teachers select the best tests to suit their purpose.

EVALUATION FORM

An outline form to be used by teachers to evaluate tests.

Tests should be selected on the basis of their reliability and validity factors, not discounting the cost per pupil for practical reasons. Practical and technical criteria should therefore be considered when selecting or evaluating a standardized test.

I. General Description
   A) Title
   B) Author
   C) date of publication
   D) publisher
   E) description of tests and subtests

II. Practical Features
   A) time needed to administer
   B) costs
   C) format
   E) scoring
      1. type of answer sheet
      2. hand or machine scorable
   F) levels and forms
      1. grade level
      2. individual or group
      3. number of forms needed
      4. special equipment used

III. Test Evaluation
   A) adequacy of directions
      1. clarity and completeness
      2. appropriate language
      3. training required
      4. organization of the manual
   B) purpose of the test
   C) norming population
   D) evaluation of sub-tests and items
      1. Is each sub-test long enough to provide useable results?
      2. Is the number of sub-tests consistent with the rationale under which the test was constructed?
   E) readability
      1. How was it determined?
      2. What were the results?

IV. Validity
- A) What is the stated purpose?
- B) Is the test related to:
  1. a 'theory' of reading?
  2. a systematization of skills and abilities/
  3. a textbook series?
- C) type of validity reported
  1. face validity
     - a) Does the test measure what it purposes to measure?
     - b) Does the manual provide an explanation or justification of vace validity?
  2. logical or sampling validity
     - a) Is there a careful definition in behavioral terms of the trait or content area to be measured?
     - b) Is there a break-down of the total area defined into categories which represent all major aspects of the area?
     - c) Is there a sufficient number of items in each of the categories which do in fact discriminate between those persons who have a particular characteristic and those who do not?
- D) Empirical validity
  1. Time elapsing between test administration and the collection of criterion data?
  2. Criterial described completely and accurately?
  3. Are statistical procedures used for reporting validity?
- E) Construct validity
  1. Is the construct underlying the test performance clearly defined?
  2. Is the theory of the construct adequately discussed?
  3. Is the difference found in the performance between groups assumed to have varying degrees of this trait?
- F) Is the reported validity evidence relevant to the author's stated purpose?

V. Evaluation of Reliability
- A) Method used to establish reliability.
  1. test-retest
  2. equivalent forms
  3. split halves
- B) Reliability for each recommended use:
  1. coefficients of stability and internal consistency should be reported.
  2. means, standard deviations, and correlations between forms
  3. time elapsing between the administration of parallel forms

VI. Administration and scoring
   A. Clarity and completeness of instructions
   B. Clarity and completeness of scoring directions
   C. Safeguards against clerical errors in scoring.

VII. Scales and Norms
   A. Types of norms provided
   B. Difficulty level of times
   C. Comparability between old and revised norms
   D. Description of the population used to select norm group
   E. Methods used to select the norm group from the population
   F. Time of year standarization data were obtained.

GUIDE TO STANDARDIZED INTERMEDIATE,

SECONDARY, AND COLLEGE TESTS

This guide includes four types of tests published in the United States.

Survey Tests

Group tests which always include measurement of comprehension, usually include vocabulary, and sometimes include rate. They are used by the classroom teacher to determine the range and the average of class reading ability, to divide the class into groups for instruction, to aid in selection of appropriate materials, to help identify reading disabilities, and to measure student progress. School administrators may also use such tests to measure the effectiveness of instruction, to evaluate new programs or different methods, and to identify pupils at various ability levels.

Analytical Tests

These are group tests, and most of them are survey tests with some diagnostic subtests. They can be used by the classroom teacher or a remedial teacher to provide a more detailed analysis of a student's reading difficulty, to find clues to his reading problem, and to find the appropriate level for remedial reading instruction.

Diagnostic Tests

These are individual tests (except Botel's and Silvaroli's reading inventories) and need practice or some special training to administer. They are used for a detailed analysis of extensive disability.

Special Tests

These tests cover only one aspect of reading or some unusual aspects, and are mostly group tests. They might be useful for classroom teachers for a very specific or novel purpose.

Test and Publisher	What It Measures (usually subtests)	Levels (grades)	Date of Publication or Latest Revision	Time (min.)	Brief Resume of Evaluation
SURVEY TESTS:					
Burnett Reading Series: Survey Test, Scholastic Testing Service	Vocabulary, comprehension, rate and accuracy	7-13	1967-70	50	Norms and validity data incomplete; problems concerning interpretation of some items; some cultural bias.
Cooperative English Tests—Reading Section Educational Testing Service	Vocabulary, comprehension, speed of comprehension	9-14	1960	40	Perhaps not accurate for very high or low reading levels; normed mostly in Southern small town schools, but on the whole a satisfactory test.
Davis Reading Test Psychological Corporation	Level and speed of comprehension	8-13	1961	40	Lacks vocabulary measure but well-constructed test.
Gates-MacGinitie Reading Tests, Surveys E & F Teachers College Press, Columbia University	Speed and accuracy, vocabulary, comprehension	7-12	1970	46	Normative and reliability data inadequate; comprehension measures only use of context; but useful *Technical Supplement* and well-constructed test.
Metropolitan Achievement Tests: Reading, Advanced Harcourt Brace Jovanovich	Vocabulary, comprehension	7-9	1970	46	Measures higher cognitive processes; one reading selection relevant to black culture; clear manual and well-constructed test.
Nelson-Denny Reading Test Houghton-Mifflin	Vocabulary, comprehension, rate	9-16	1960 (two new forms 1973)	40	Covers too great an age span; time restrictions create difficulty; literary emphasis; most suitable for college; insufficient reliability and validity data.
Nelson Reading Test Houghton-Mifflin	Vocabulary, comprehension	3-9	1962	30	Covers wide range and takes little time; reliability and validity data insufficient; vocabulary dated.
Sequential Tests of Educational Progress (STEP), Series II: Reading, Educational Testing Service	Comprehension	4-14	1969	45	Limited reliability and norming information; scanty manual, but appealing reading passages, pleasing format and high content validity.

Test and Publisher	What It Measures (usually subtests)	Levels (grades)	Date of Publication or Latest Revision	Time (min.)	Brief Resume of Evaluation
Stanford Achievement Tests: Advanced Paragraph Meaning; High School Reading Harcourt Brace Jovanovich	Comprehension	7-12	1965-66	40-45	Adequate norming and reliability data; excellent manual; high school test measures only literal and factual comprehension; very good series of reading tests.
Traxler High School Reading Test—Revised Bobbs-Merrill	Comprehension, rate	9-12	1967	55	Measures lower level cognitive skills; paragraphs in social studies and science; inadequate norming and validity data; low reliabilities; possibility of answering questions without reading passages.
Traxler Silent Reading Test Bobbs-Merrill	Rate, vocabulary, comprehension	7-10	1969	55	Useful test, but social class bias on some parts may reduce efficacy for lower-social-class students.
ANALYTICAL TESTS:					
California Achievement Tests: Reading California Test Bureau/ McGraw-Hill	Vocabulary; study skills, comprehension in different types of materials	6-12	1970	50-75	Improved version for survey purposes; vocabulary words in context; content area passages; well standardized.
Comprehensive Tests of Basic Skills: Reading California Test Bureau/McGraw-Hill	Vocabulary, comprehension study skills	6-12	1968-69	60-65	Items classified in terms of intellectual process; minority groups represented in norms; variety of scoring reports; comprehensive manuals and well-constructed tests.
Diagnostic Reading Tests Committee on Diagnostic Reading Tests	Vocabulary, comprehension (silent and auditory), rate, word attack	7-13	1963	varies	Confusing manuals; technical information missing; but ambitious attempt.
Durrell Listening-Reading Series Harcourt Brace Jovanovich	Vocabulary listening and reading, paragraph listening and reading	1-9	1969-70	140-195	Some questions raised as to design of test items and purpose of measuring degree of retardation, but compares very favorably with other tests of reading and listening abilities.

Test and Publisher	What It Measures (usually subtests)	Levels (grades)	Date of Publication or Latest Revision	Time (min.)	Brief Resume of Evaluation
Dvorak-Van Wagenen Diagnostic Examination of Silent Reading Abilities Van Wagenen Psycho-Educational Laboratories	Rate, perception of relations, vocabulary, information, details, central thought, inferences, interpretation, reading for ideas	4-16	1939-54	140-150	Useful for speed of comprehension and as a general measure of reading ability; diagnostic value limited by unreliability of differences among separate test scores.
Iowa Silent Reading Tests Harcourt Brace Jovanovich	Vocabulary, comprehension, locating information, skimming and scanning, reading efficiency	6-12	1973	80	Carefully prepared and easy to use.
Monroe-Sherman Group Diagnostic Reading Aptitude and Achievement Tests C. H. Nevins Printing Company	Comprehension; speed; word discrimination; arithmetic; spelling; visual, motor and auditory ability; vocabulary	3-9	1939	60-70	No data on reliability and no description of norming population.
Reading Test: McGraw-Hill Basic Skills System McGraw-Hill Book Co.	Rate, flexibility, retention, skimming and scanning, comprehension	11-14	1970	70	Lack of adequate norming samples, but high face validity and clear manual; promising test.
Silent Reading Diagnostic Tests (Bond, Balow, Hoyt) Lyons & Carnahan	Words in isolation and in context, visual structural analysis, syllabication, word synthesis, beginning and ending sounds, vowel and consonant sounds	2-6	1970	90	Limited in value but provides some useful diagnostic information.
SRA Achievement Series (Multilevel Edition) Science Research Associates	Comprehension, vocabulary, work-study skills (references and charts)	1-9	1963	77	Strengths to recommend its use: ease of administration, clarity of format, overlapping tests providing for large classroom range, and large standardization sample.
Stanford Diagnostic Reading Test Level II Harcourt Brace Jovanovich	Comprehension (literal and inferential), vocabulary, syllabication, auditory skills, phonic analysis, rate	4.5-8.5	1966	90-110	Offers suggestions for grouping and remediation; carefully standardized and useful test.
DIAGNOSTIC TESTS:					
Botel Reading Inventory Follett Educational Corp.	(Group test except for word recognition) Phonics, word opposites, reading and listening	1-12	1961-70	varies	Data lacking on norms, reliability and validity; but may be useful as informal test to determine instructional levels.

Test and Publisher	What It Measures (usually subtests)	Levels (grades)	Date of Publication or Latest Revision	Time (min.)	Brief Resume of Evaluation
Classroom Reading Inventory (Silvaroli) William C. Brown Book Co.	(Individual test except for spelling) Word recognition; independent, instructional and frustration reading levels; hearing capacity level	2-8	1965-69	varies	When judiciously used, a most valuable adjunct to a total reading program.
Durrell Analysis of Reading Difficulty Harcourt Brace Jovanovich	Oral and silent reading; listening; word recognition and analysis; naming, identifying and matching letters; visual memory of words; sounds of words and letters; spelling; handwriting	1-6	1955	30-90	Complete analysis; clear directions; complete and useful check lists; most useful with less severe cases.
Gates-McKillop Reading Diagnostic Tests Bureau of Publications, Columbia University	Oral reading test; word lists, phrase recognition, syllabication, letter names and sounds, visual and auditory blending, spelling (25 scores in all)	1-8	1962	30-60	Very inclusive; satisfactorily standardized; well-established test; but needs sophisticated judgment to use.
Gilmore Oral Reading Test Harcourt Brace Jovanovich	Accuracy, comprehension, rate of oral reading	1-8	1968	15-20	Among best standardized tests of accuracy in oral reading; usefulness of comprehension and rate scores is more questionable.
Gray Oral Reading Test Bobbs-Merrill	Oral reading	1-16	1963	varies	Welcome addition to the limited number of reasonably satisfactory oral reading tests. Doesn't measure comprehension.
Standard Reading Inventory (McCracken) Klamath Printing Co.	Recognition vocabulary, oral reading accuracy, oral and silent comprehension and speed, listening	1-7	1968	30-120	Not standardized, cumbersome manual and complex scoring; but reliability and validity data available and attractive materials.
Pupil Placement Tests Houghton Mifflin Co.	Word recognition, oral sight reading, timed silent reading, listening subtests. To determine independent, instructional, frustration and potential reading levels	1-9	1970	varies	

Test and Publisher	What It Measures (usually subtests)	Levels (grades)	Date of Publication or Latest Revision	Time (min.)	Brief Resume of Evaluation
Reading Miscue Inventory (Goodman & Burke) The Macmillan Co	Psycholinguistically analyzes why miscues are made as reader extracts meaning; qualitative as well as quantitative analysis	All levels	1972	varies	
Roswell-Chall Diagnostic Reading Test of Word Analysis Skills Essay Press	Consonant and vowel sounds and combinations, syllabication	2-6	1959	5-10	Quick but limited assessment.
Spache Diagnostic Reading Scales California Test Bureau/ McGraw-Hill	Word recognition, oral and silent reading, phonics	1-8 (retarded readers, 9-12)	1963	20-30	Gives considerable information, but standardization leaves much to be desired.
Sucher-Allred Reading Placement Inventory Brigham Young University Press	Word recognition and reading paragraphs, screening for placemen'	1-9	1971	20	
Wide Range Achievement Test Guidance Testing Associates	Reading, spelling, arithmetic	1-12	1965	20-30	Overclaiming manual; perhaps useful for quick estimate of general level of ability (to determine appropriate level of a survey test).
SPECIAL TESTS:					
Adult Basic Reading Inventory Scholastic Testing Services	(Group test) Sight words, sound and letter discrimination, word meaning (reading and listening), context reading	Functionally illiterate adolescents and adults	1966	60	Adult norms lacking; perhaps informal methods of diagnosis more useful for skilled reading specialists.
ANPA Foundation Newspaper Test Cooperative Tests and Services	(Group test) Simulated newspapers to test newspaper reading ability	7-12	1969	40-50	Norms and reliability data based on prepublication forms.
California Phonics Survey California Test Bureau/ McGraw-Hill	(Group test) Vowel and consonant confusions, reversals, configuration, endings, negatives-opposites-sight words, rigidity	7-16	1963	40-45	Useful to identify weaknesses in phoneme-grapheme understandings, but not reasons for misunderstandings.

Test and Publisher	What It Measures (usually subtests)	Levels (grades)	Date of Publication or Latest Revision	Time (min.)	Brief Resume of Evaluation
Doren Diagnostic Reading Test of Word Recognition Skills American Guidance Service	(Group test) Letter recognition, beginning and ending sounds, whole word recognition, words within words, speech consonants, blending, rhyming, vowels, sight words, discriminate guessing	1-9	1964	180	More valuable as individual rather than group test, but useful in the hands of a skilled teacher.
Huelsman Word Discrimination Test Miami University Alumni Association	(Group test) Use of length, external design and configuration in perceiving words. Can give approximate reading level	1-8	1958	15	No manual; no data on reliability.
Iowa Every-Pupil Tests of Basic Skills, Test B Houghton Mifflin	(Group test) Map reading, use of references, use of index, use of dictionary, graphing	3-9	1947	55-90	Well-constructed test, using life-like samples.
Iowa Tests of Educational Development Science Research Associates	(Group tests) Test 5: Ability to interpret reading materials in the social studies Test 6: Ability to interpret reading materials in the natural sciences Test 7: Ability to interpret reading materials in literature Test 9: Use of sources of information	9-12	1942-61	70 70 60 35	Well-designed battery of widely used achievement tests with good norming and statistical information; however, length of time required to take the tests and the lack of uniqueness in these reading tests warrant close consideration.
McCullough Word-Analysis Tests Personnel Press	(Group test) Initial blends and digraphs, phonetic discrimination, matching letters to vowel sounds, sounding whole words, interpreting phonetic symbols, syllables, root words	4-6	1962-63	70	Best single instrument for assessing mechanical aspects of word analysis. Can identify specific difficulties interfering with higher order cognitive processes.
Minnesota Speed of Reading Test for College Students University of Minnesota Press	(Group test) Speed in reading History, Geography, Economics, Government, Psychology, Education, and Science	12-16	1936	6-15	Inadequate manual, but test has considerable merit.

Test and Publisher	What It Measures (usually subtests)	Levels (grades)	Date of Publication or Latest Revision	Time (min.)	Brief Resume of Evaluation
Purdue Reading Test for Industrial Supervisors University Book Store, W. Lafayette, Indiana	(Group test) 14 reading passages from industrial material with 38 multiple-choice test items.	12+	1955	35	Well-constructed test, but a simple vocabulary test could do the same job
RSH Scientific Reading Test Richardson, Bellows, Henry & Co	(Group test) Paragraphs from scientific disciplines with multiple-choice questions. For employees in technical companies.	12+	1950-69	60-65	Needs more evidence of validity; unrealistic paragraph samples; poor typography and inadequate manual.
Reader Rater with Self-Scoring Profile Better Reading Program	(Individual test) Speed; comprehension; reading habits; reading for details, inferences and main ideas; adjusting speed, summarizing, skimming, recall of information; speeded and unspeeded vocabulary	10-12	1965	60-120	No data on reliability; no norms.
Reader's Inventory Educational Developmental Laboratories	(Group test) Reading interests, attitudes, habits, visual conditions, background, expectations in reading	9-16	1963	10-20	Useful for inexperienced teacher; manual gives interpretations of and suggestions for particular problems.
Reading Adequacy "READ" Test: Individual Placement Series Personnel Research Associates	(Group test) Reading rate, percent of comprehension, corrected reading rate. For adults in industry.	12+	1966	10-15	Yields quick estimate of reading speed, but needs more evidence on reliability and validity.
Reading Progress Scale Revrac Publications	(Group test) Evaluates progress in reading; 4 paragraphs needing completion by choosing between pairs of test words	1-12	1971	15	Reliability and validity all right; test measures ability to decode, not necessarily understanding.
Reading Versatility Test Educational Developmental Laboratories	(Group test) Rate, comprehension, skimming, scanning	5-16	1968	40-50	Poor test; dubious interpretations suggested.

Test and Publisher	What It Measures (usually subtests)	Levels (grades)	Date of Publication or Latest Revision	Time (min.)	Brief Resume of Evaluation
Robinson-Hall Reading Tests Ohio State University Press	(Group test) Reading ability for art, geology, history and fiction; Rate and comprehension measured	13-16	1949	15	Useful for obtaining in a reasonable length of time measures of differences in reading performance in different subjects.
Survey of Study Habits and Attitudes Psychological Corporation	(Group test) Efficiency, promptness, attitudes towards teachers, co-educational objectives	7-14	1967	20-25	Good teaching aid for teachers and counselors; useful to frank and motivated students.
Test on the Use of the Dictionary Reading Laboratory and Clinic, Univ. of Florida	(Group test) Pronunciation, meaning, spelling, derivation, usage	9-16	1963	30-40	No data on reliability; tentative norms.
Tests of General Educational Development American Council on Education	(Group test) Test 2: Interpretation of reading materials in the natural sciences. Test 3: Interpretation of reading materials in the social studies. Test 4: Interpretation of literary materials. Used for candidates for high school equivalency certificates. *Special editions for the blind and partially sighted.*	9-16	1944-70	120	Superior tests; lacking some statistical data; itemized scores would appear desirable, but chief question is whether these tests contribute information not already obtainable from tests of intelligence and of general reading ability.
Tests of Reading: Inter-American Series Guidance Testing Associates	(Group tests in English and Spanish) Vocabulary, comprehension	7-13	1967	50	Could be useful in measuring vocabulary and comprehension of students entering U.S. schools from Spanish-speaking countries.
Watson-Glaser Critical Thinking Appraisal Harcourt Brace Jovanovich	(Group test) Inference, recognition of assumptions, deductions, interpretation, evaluation of arguments	9-16+	1964	50-60	Useful instrument to understand and appraise critical thinking.
Wide Range Vocabulary Test Psychological Corporation	(Group test) Reading vocabulary. Can give quick estimate of intelligence.	3-12+	1945	10	Norming and reliability information incomplete, but useful screening device.

MISUSES OF TESTS

The following is a categorization of frequent misuses of tests in reading diagnosis:

PURPOSE

1. Tests are often given without a clearly defined purpose. Unless we know what we are trying to find, the utility of our measures will only be a function of our uncertainty.

SELECTION

1. Failure to survey the child's ability in many areas (sensory-motor, intelligence, emotional state, etc.) leades to mis-interpretation of results.

2. Selecting tests which are highly dependent on verbal ability.

3. Selecting tests which are biased toward one area of diagnosis.

4. Using tests intended for groups for an individual diagnosis.

ADMINISTRATION

1. Improper techniques.

2. Unsuitable test situation.

3. Failure to consider child's physical or emotional state during test situation.

SCORING NORMING

1. Failure to consider the relevance of the norming population used to standardize the test in terms of the subject(s) being tested.

INTERPRETATION

1. Scores achieved on standardized tests are often used to place child in ability groups.

2. Failure to consider experimental background in interpreting tests of intelligence or reading comprehension.

3. Failure to consider intelligence (non-Verbal) when designating adequate or peer reading performance.

4. Failure to extract much valuable information from tests.

5. Failure to realize that grade scores may indicate frustrational

INTERPRETATION
(continued)

rather than actual functioning levels.

6. Failure to realize that labels may not indicate the actual skills they are designed to measure, that guessing and speed may influence test results, and that different forms of the same tests may not be paralled.

UTILIZATION

1. Assessment of child's reading potential does not lead to diagnostic teaching practices. Diagnostic tests are used solely 'for the records'.

2. The diagnostic information available on tests is often not used directly in helping students improve their reading. This indicates that answers have not been formulated or indeed questions have not been considered on the student's present functioning level in reading or on the necessary learning experiences or on the instructional methodology which would aid the student in obtaining an adequate reading level. (McDonald, 94).

McDonald, A. Measuring Reading Performance. In R. Farr, Measurement and Evaluation of Reading.

READABILITY

Purpose:

A techniques used to assess the approximate grade level of a given set of material for the purpose of selecting appropriate materials for a reader.

READABILITY: AN ILLUSTRATION

	Syllables per line
Last Saturday, as gigantic rain clouds	10
gathered in the western sky, darkness covered	11
the land. Moments later, lightning flashed	9
and the roar of thunder penetrated the atmos-	13
phere, shattering the silence. Strong and	9
violent winds tore branches from the maple	11
trees and hurled a hundred geese counterclock-	10
wise, interrupting their flight. A flash ...	9
a roar ... and then a bolt of lightning set the	11
evergreen forest ablaze. From the lookout	11
station high on Paramount Mountain, the ranger	12
spotted the blaze and registered an alarm	11
with the firefighting ground crew. Immediately,	12
the men sprung into action, digging trenches	11
and clearning breaks along the fireline.	9
100th word	159

Number of syllables 159 = Grade 12

Number of sentences 6 = Grade +6.5*

18.5

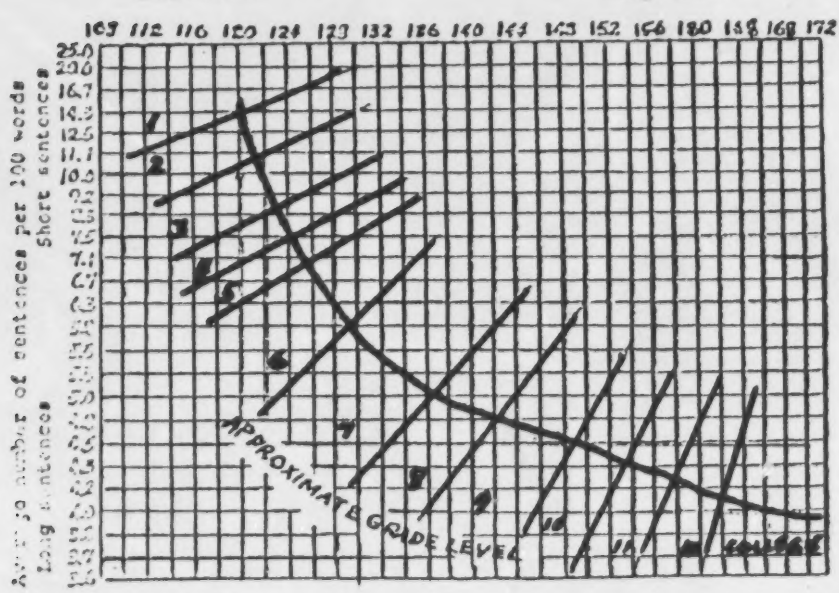
READABILITY: 18.5 + 2 = 9.25 or grade 9+

*Note: A grade level of 6.5 because six sentences came midway between the average number of sentences for grades 6 and 7.

Graph for Estimating Readability

by Edward Fry, Rutgers University Reading Center

Average number of syllables per 100 words



DIRECTIONS: Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of words per sentence on graph to determine area of readability level. Choose more passages per book if great variability is observed.

Directions for Using the Readability Graph

1. Select three one-hundred-word passages from near the beginning, middle and end of the book. Skip all proper nouns.

2. Count the total number of sentences in each hundred-word passage (estimating to nearest tenth of a sentence). Average these three numbers.

3. Count the total number of syllables in each hundred-word sample. There is a syllable for each vowel sound; for example: cat (1), blackbird (2), continental (4). Don't be fooled by word size; for example: polio (3), through (1). Endings such as -y, -ed, -el, or -le usually make a syllable, for example: ready (2), bottle (2). I find it convenient to count every syllable over one in each word and add 100. Average the total number of syllables for the three samples.

4. Plot on the graph the average number of sentences per hundred words and the average number of syllables per hundred words. Most plot points fall near the heavy curved line. Perpendicular lines mark off approximate grade level areas.

Example

	Sentences per 100 words	*Syllables per 100 words*
100-word sample Page 5	9.1	122
100-word sample Page 89	8.5	140
100-word sample Page 160	7.0	129
	3)24.6	3)391
Average	8.2	130

Plotting these averages on the graph we find they fall in the 5th grade area; hence the book is about 5th grade difficulty level. If great variability is encountered either in sentence length or in the syllable count for the three selections, then randomly select several more passages and average them in before plotting.

MINI-EVALUATION

Purpose:

To provide the teacher team (resource and classroom teacher) with a variety of instruments to select from for the purpose of developing a personalized evaluation program.

Description:

Materials used for assessing performance, content, teacher strategies and interaction between the teacher and the program can be included in this type of evaluation. Materials in a teacher's personal file can also be substituted for many forms included in this appendix. These instruments are presented only as a suggestion.

WHAT MAKES A GOOD READING PROGRAM

Curriculum - Method - Organization - Articulation - Evaluation - Materials

(Allow one point for every area ready to go)

_____ Curriculum: Do you have a scope and sequence of reading skills, grades 1 through 12, either district made or from a publisher?

_____ Model for Instruction: Do you have a model for implementing these skills?

_____ Classroom Organization/Management: Do you have a pattern for instruction that will allow each student to master the curriculum before moving on?

_____ Record Keeping System: Is there a planned procedure for coordinating information about (1) the student's progress in the reading curriculum, (2) the method of instruction, and (3) the materials used to introduce, to teach, or to reteach a skill?

_____ Articulation Among Classrooms: Is the information recorded about individual students made available in a useful form to the students, teachers, or other staff members in the content field and to the student's next reading teacher? If not, it may be helpful to plan and schedule testing of all entering students in their English or social studies classes, and subsequently provide all content teachers information regarding their students' performance in reading. A grade level equivalent is many times used.

Score

5-4 points Open your doors! Hang banners and hire a band, you're ready to roll.

3-2 points Hold your horses! You will be courting disaster by May, plan ahead and save your head.

1 point Nope, your center won't work unless you have ordered a magic wand for the instructor. Go back to GO!

INTERMEDIATE/SECONDARY

* Tasks to be considered to help teachers develop a Timeline for the implementation of an individualized module in instruction.

TASKS	BEGINNING DATE	COMPLETION DATE
1. Complete and review student with course outline/ learning centers.		
2. Involve students in organization of room and materials.		
3. Review instructional mode and test.		
4. Train student in use of instructional mode.		
5. Determine and review 'required' and/or 'optional' ovjectives for course.		
6. Review student progress report.		
7. Discuss with students how student progress reports can be modified during scheduled counseling meetings.		
8. Discuss student planning forms.		
9. Emphasize how students plan time in class.		
10. Review different ways students can plan their time, i.e., daily, weekly, monthly, or quarterly schedules.		
11. Review with students how to 'honor' teacher-scheduled activities.		
12. Start students working on same or different strand accoring to placement test data.		
13. Begin student progress conferences with individual students while others work on teacher-prepared test data.		
14. Prepare students for change-of-pace activities. (Learning to be self-directed) requires a great deal of teacher assistance, support, and patience.		
15. Discuss procedures for getting into group discussion.		
16. Review alternative procedures for classroom management with students.		

Intermediate/Secondary
(continued)

	BEGINNING DATE	COMPLETION DATE
17. You may have the following activities going on simultaneously: . Orientation packets/centers . Achievement packets/centers . Teacher-prepared activities . Reviewing A/V equipment . Curriculum Counseling		
18. Review procedures for students beginning work without teacher direction.		
19. Determine if you are going to require mastery of certain objectives for the course. 1. Schedule and participate in group discussions 2. Find materials. 3. Determine work areas 4. Find peer tutors. 5. Know how to get teacher help for test, tutoring, counseling.		
20. Assess this instrument to determine the length of time necessary to train students for self directed activities. Then develop your time line for future reference and modification.		

TEACHER QUESTIONAIRE

Instructions: Complete this questionaire one month after you implement your classroom management system. Place a check in the box which best reflects your assessment of each question.

1. Do you feel that your students have sufficient opportunity to make choices concerning their activities in which they engage?

always	usually	sometimes	seldom	never
5	4	3	2	1

---

2. Have you found that your students are unable to complete their assignments in the allotted time?

always	usually	sometimes	seldom	never
5	4	3	2	1

---

3. Do you find your program is adequately equipped with materials to meet the individual needs of your pupils?

always	usually	sometimes	seldom	never
5	4	3	2	1

---

4. Does your program adequately meet the variety of interests of your pupils?

always	usually	sometimes	seldom	never
5	4	3	2	1

---

5. Is it difficult in your program to vary the pace of learning for the individual?

always	usually	sometimes	seldom	never
5	4	3	2	1

Teacher Questionaire
(continued)

6. In general, do you find that your program allows for significant individualization?

always	usually	sometimes	seldom	never
5	4	3	2	1

---

7. Do you feel the amount of time you must spend in school scoring papers, keeping records, and performing other 'routine' functions is unreasonable?

always	usually	sometimes	seldom	never
5	4	3	2	1

---

8. Do you find that your students take the responsibility to continue working even though they need help?

always	usually	sometimes	seldom	never
5	4	3	2	1

---

9. Do you find that students are completing a large number of objectives just prior to determination of grades?

always	usually	sometimes	seldom	never
5	4	3	2	1

---

10. Have you found that a large number, twelve to fifteen students are unable to master the objective criterion referenced test?

always	usually	sometimes	seldom	never
5	4	3	2	1

SCORE

0 - 10 Zonked - no help
10-20 Sorry - you chose the wrong box - you get the mop
25-30 Caution - disaster is pending if you don't get your 'head together' before testing!
35-40 Look ahead, you've won the 'Big Deal', you're moving on!

CONFERENCE EVALUATION GUIDE

The comments on each Conference Evaluation should reflect your answers to the following questions.

OVERALL RAPPORT

Generally, did the student feel at ease during the conference? Did he answer questions openly, or was he hesitant? Do you feel that you were aware of his feelings, changes in mood, etc.? Did your response put him at ease during the conference? Did he leave with positive feelings about his conference with you?

1. Opening the Conference - What did you say or do to make the student feel at ease at the beginning of the conference? How did the student respond?

2. Maintaining the Conference - What did you say or do to encourage the student to express his ideas, feelings, and opinions about his reading? How did the student respond?

3. Closing the Conference - What did you say or do to end the conference on a positive note? How did the student respond?

OVERALL USE OF TAXONOMY - Generally, did your coverage of the taxonomy enable you to determine the student's level of comprehension? Were your questions formed so that the student understood them and could give a complete response?

1. Taxonomy Coverage - Did you touch on each level of the taxonomy? Which level or levels received thorough coverage? Why? Which level or levels received little or no coverage? Why?

2. Quality of Questions - What type of questions did you ask? Was the student able to respond with a 'yes' or 'no' or did he present information, ideas, feelings and opinions? Did student responses reflect an understanding of the questions? At which level or levels do you feel that you asked clear, concise questions? At which level or levels do you feel that you need practice in formulating clear, concise questions?

EVALUATION OF STUDENT RESPONSE - Generally, was some determination made of student's strengths and weaknesses in comprehension? Were goals set to remediate or enrich comprehension skills? Was a plan made for the next conference? Who made these decisions, the student, you, or did you derive them together?

1. Diagnosis - Who determined the student's strengths and weaknesses in comprehension? List strengths and weaknesses.

2. Prescription - Who determined goals and/or activities to solve the reading problem? What are the goals? What was assigned?

3. Follow-up - What plans were made for the next conference? What will be covered? Who made these plans?

STUDENT CHECK LIST

DATE _____

In order to assess the extent of individualization in your classroom, you could check also student activities.

Total number of students _____

INSTRUCTIONS: During class or 3 class periods, indicate the number of students working on each activity. The teacher will circle the numeral next to the category prior to the observation for the purpose of identifying activities introduced into the classroom enviroment. Compare the number of students involved in items 1 - 11 with total number of students.

ACTIVITY	DATE	AND/OR	TIME
1. Reading			
2. Writing or Draving			
3. Listening or watching A/V Equipment			
4. Manipulating (i.e., Games)			
5. Searching for Instructional Materials			
6. Tutoring			
7. Participation in Large Group			
8. Participation in Small Group			
9. Role playing			
10. Project Involvement/Learning Center			
11. Others (Specify) _____			
Total Students	Total	Total	Total

Comments:

_____

Purpose:

To assist secondary teachers in developing and evaluating learning modules designed to instruct students to specific skills.

Explanation:

Individualizing on the secondary level can be difficult because of limited space and the number of students in a classroom. An evaluative design is needed to help sturcture the learning sequence of learning modules and assess the degree of mastery achieved by the student.

EVALUATING LEARNING PACKAGES

A new strategy similar to the learning center has been developed to help teachers structure a learning experience. This strategy an advantage over the learning center because of its structure, it can be stored and used more flexibly.

A learning package is a self-contained entity dealing with one specific topic or subject matter unit. It can be used in any setting convenient to the learner and may be completed at the learner's own pace. It can be used individually or with small groups. It is structured so the learner can identify the objectives he wants to achieve, select appropriate material, follow a learning sequence, and evaluate his own progress.

Learning packages provide a strategy for the teacher and the learner to mutually share the responsibility for learning. The teacher becomes the facilitator of learning rather than the traditional dispensor of knowledge. The teacher has more time to help the learner identify the appropriate strategies for meeting educational needs. Thus the learner accepts responsibility for his share of the learning process.

The Elements of a Learning Package

In making a good cake, the baker selects certain basic ingredients and uses special procedures to develop the fine texture and rich taste so vital to the overall attractiveness of the final product. Good planning and assessment of each step is necessary to control the quality of the product, and in this case, the cake, this procedure can also apply to learning packages. Good planning and effective assessment of each objective helps to determine the quality of the learning module. Although the specific audience and/or subject matter will dictate the elements and their sequence, all learning packages should contain the following elements:

1. A title or topic description
2. A list of major concepts to be learned
3. The rationale for studying the module
4. A pre-assessment activity
5. Objectives stated in behavioral terms
6. A detailed learning sequence
7. Guidelines for leader/teacher preparation
8. Suggested depth or activities
9. A post-assessment activity

Appendix C

EVALUATING LEARNING PACKAGES

Objectives: _____

_____

The package must be clearly stated operationally for the learner.	Yes	Some	No
1. Are objectives stated for the learner in behavioral terms?	___	___	___
2. For whom is the package developed?	K-3	4-6	7-9	10-12
3. Are the objectives reasonable and attainable?	___	___	___

Content: _____

_____

The arrangement and selection of the content matter is critical if the learner is to achieve his objectives.	Yes	Some	No
1. Is the content consistent with the objectives?	___	___	___
2. Is the content divided into single units?	___	___	___
3. Is the content organized logically and sequenced?	___	___	___
4. Is the subject matter suitable for entry level and competency of identified learner?	___	___	___
5. Is the content, clear, concise, and pertinent?	___	___	___

Design Characteristics: _____

_____

There should be a general design.	Yes	Some	No
1. Is the learning package self-contained:	___	___	___
2. Are there instructions for the leader/teacher?	___	___	___
3. Is the content organized into small steps?	___	___	___

Design Characteristics
(continued)

4. Is the material appropriate for the specifications indicated?	___	___	___
5. Are the concepts to be learned identified?	___	___	___
6. Is the rationale stated clearly?	___	___	___
7. Is the over-all design appropriate for the content?	___	___	___

Learning Activities: _____

_____

The main elements of the package are the activities.	Yes	Some	No
1. Is the learner actually involved?	___	___	___
2. Does the learner receive immediate feedback?	___	___	___
3. Are the physical facilities taken into account?	___	___	___
4. Is the package adaptable to the size of the learning group.	___	___	___
5. Are differences in individual differences in leader/teacher competence considered?	___	___	___

Validity: _____

_____

Does the package teach what it proposed to teach?	Yes	Some	No
1. Is the information in the package accurate?	___	___	___
2. Is there an opportunity for the learner to provide feedback on the teaching/learning process?	___	___	___

It is hoped that this outline or evaluative process will assist teachers to select or develop their own learning packages.

The Elements of a Learning Package
(continued)

An indepth appraisal of these learning packages should be done in the following areas:

1. Objectives
2. Content
3. Design characteristics
4. Learning activities
5. Adaptability
6. Validity
7. Evaluation

* checklist - appendix C

Purpose:

To provide an evaluative instrument to assess the student's area of strengths.

Description:

A set of charts delineating specific catagories to be considered when teaching to a student's strengths. Consideration of the child's self-image is paramount in the selection of enthusiastic strategies designed to promote academic growth.

DEVELOPING THE CHILD'S LEARNING

THROUGH HIS STRENGTHS

If teachers are to consider the total child as a learner, then teachers should have some means of assessing each child's strengths. If one of the priorities in the classroom is to improve the child's self-image as well as his academic skills then focusing on the child's strengths is a must. There are a variety of techniques directed toward the child's self-image of himself and teachers organize specific categories of strengths so that instruction can reflect the inclusion of pertinent items.

To guide the teacher in an understanding of the potential of illustrating each child's strength to himself and others, specific techniques should embrace the following: the student's concept of himself, how his teacher views him, how he appears to his peers, his parents and other persons closely involved in his learning experiences, principal, other teachers and classmates, neighbors, and many more.

Teachers should provide opportunities for children to illustrate their strengths to those persons they deem as being very personal and important to them. Many activities can be initiated to illustrate to other people the child's strenghts. A chart listing practical and effective techniques which can be used to focus on the child's strengths has been included to be used either as an evaluative tool to determine the variety of techniques one can use or as a means of assessing how how this portion of the program has been in the overall program design.

Strengths Children Have

Area of Strength	Children's Names				
	_____	_____	_____	_____	_____
Interests					
hobbies					
sports					
clubs					
Physical Attributes					
strength					
athletic ability					
coordination					
Talents					
singing					
speaking					
fixing things					
Experiences					
travel					
camp					
leadership experience					

Area of Strength	Children's Names				
	_____	_____	_____	_____	_____
Information					
current events					
subject areas					
hobbies					
_____					
_____					
_____					
Organizational Skills					
planning					
negotiating					
defining problems					
supporting positions					
_____					
_____					
_____					
Modality					
auditory					
visual					
motor					
_____					
_____					
_____					
Athletic Skills					
bike riding					
tennis					
swimming					
baseball					
_____					
_____					
_____					

Strengths Children Have

Area of Strength	Children's Names				
	_____	_____	_____	_____	_____
Creativity					
Mode of expression:					
art					
music					
dance					
drama					
Academic Skills					
word attack					
spelling					
Personality					
sense of humor					
flexibility					
calmness					
initiative					
warmth					
empathy					
friendliness					
resourcefulness					
independence					

Pages 91-96 "A Self-Evaluation Instrument" by Edward T. Richardson were removed due to copyright restrictions. NASSP Bulletin, Dec. 1975.

A SELF EVALUATION INSTRUMENT

This instrument can be used to focus on a self-management approach to supervision by making a teacher aware of professional strengths and weaknesses.

All information is considered confidential. The self-management approach to supervision can foster the development of a system of making sound decisions that can be accurately assessed and evaluated.

A MANAGEABLE E'ALUATION PROCEDURE

Purpose:

To determine a list of program objectives and effective measurement strategies to evaluate the learning process.

Explanation:

There are a wide range of program objectives and measurement strategies a teacher can consider when developing a system of evaluation. To systematically generate a variety of measurement strategies for evaluating the following matrix developed by Stevens and King, 1976 should be helpful.

MATRIX EXPLANATION

Read the following matrix on the next page and locate the objectives written under the heading 'Socioemotional development'.

The following problems and measurement strategies are described below.

The following matrix has been included, with 'blocked in' cells, and an explanation as to how it can be used:

First, one must prioritize the objectives to be listed and rank the measurement strategies to be included on the matrix. (In this instance, looking at the matrix, the program objectives are listed on the vertical plane to the left, and the measurement strategies are ranked at the top of the matrix.)
A consideration of the given program, personnel, and funding available is necessary. Objectives to be focused upon can be marked by an asterisk, in this case, the primary program is emphasized.

Second, one may choose examples of reliable instruments representative of the type of measurement strategies selected. (consult reference books and consultants at the district, county, and university level)

Instruments must be evaluated in terms of their reliability and validity not to exclude their feasibility of application within a particular situation.

According to Stevens and King, (1976) "A criteria must be applied in selecting a measurement strategy, the cost factor, administration and coding, time, data analysis, and the usefulness of the information obtained."

The matrix used has been taken directly from the text, Administering Early Childhood Educational Programs.

(over)

The following matrix has been included, with 'blocked in' cells, and an explanation as to how it can be used:

First, one must prioritize the objectives to be listed and rank the measurement strategies to be included on the matrix. (In this instance, looking at the matrix, the program objectives are listed on the vertical plane to the left, and the measurement strategies are ranked at the top of the matrix.)
A consideration of the given program, personnel, and funding available is necessary. Objectives to be focused upon can be marked by an asterisk, in this case, the primary program is emphasized.

Second, one may choose examples of reliable instruments representive of the type of measurement strategies selected. (consult reference books and consultants at the district, county, and university level)

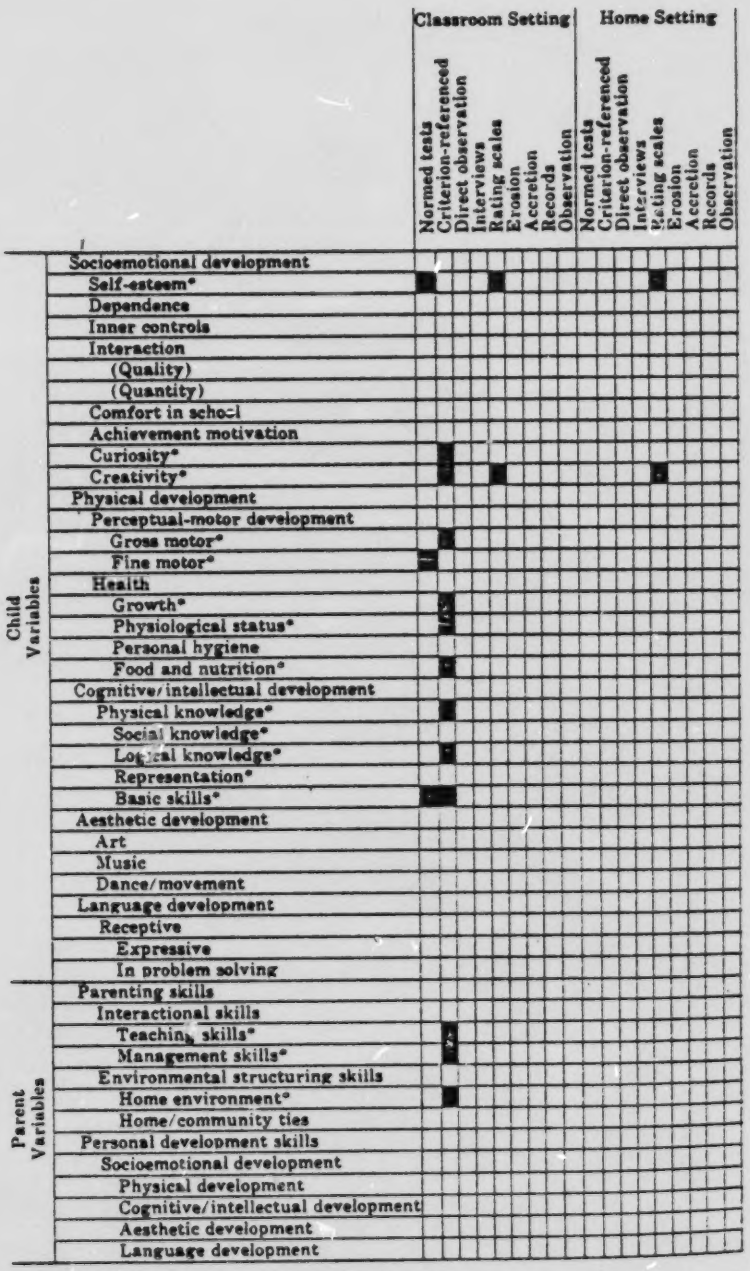
Instruments must be evaluated in terms of their reliability and validity not to exclude their feasibility of application within a particular situation.

According to Stevens and King, (1976) "A criteria must be applied in selecting a measurement strategy, the cost factor, administration and coding, time, data analysis, and the usefulness of the information obtained."

The matrix used has been taken directly from the text, Administering Early Childhood Educational Programs.

A short explanation as to the use of the matrix has been provided. This instrument lends itself to any program, elementary or secondary reading levels.

matrix of program objectives and types of measurement strategies



* Primary program objectives to be focused on.

MATRIX EXPLANATION

Problem:

To determine if the program objectives has enhanced a child's self esteem.

Measurement Strategy:

1. A teacher's rating scale (constructed)
2. A parent's rating scale (consturcted)
3. A norm referenced test of self-concept (authors used the Thomas Self-concept Values Test)

Problem:

To assess a child's curiosity

Measurement Strategy:

The Cincinnati Antonomy Test (2)

Follow the blocked cells of the chart and see if you can determine the measurement strategies to assess an objective, then use a reference book to determine what tests you would have selected.

In appendix C, a sample matrix is provided for replication.

Explanation of Special Measurement Terms:

Erosion:

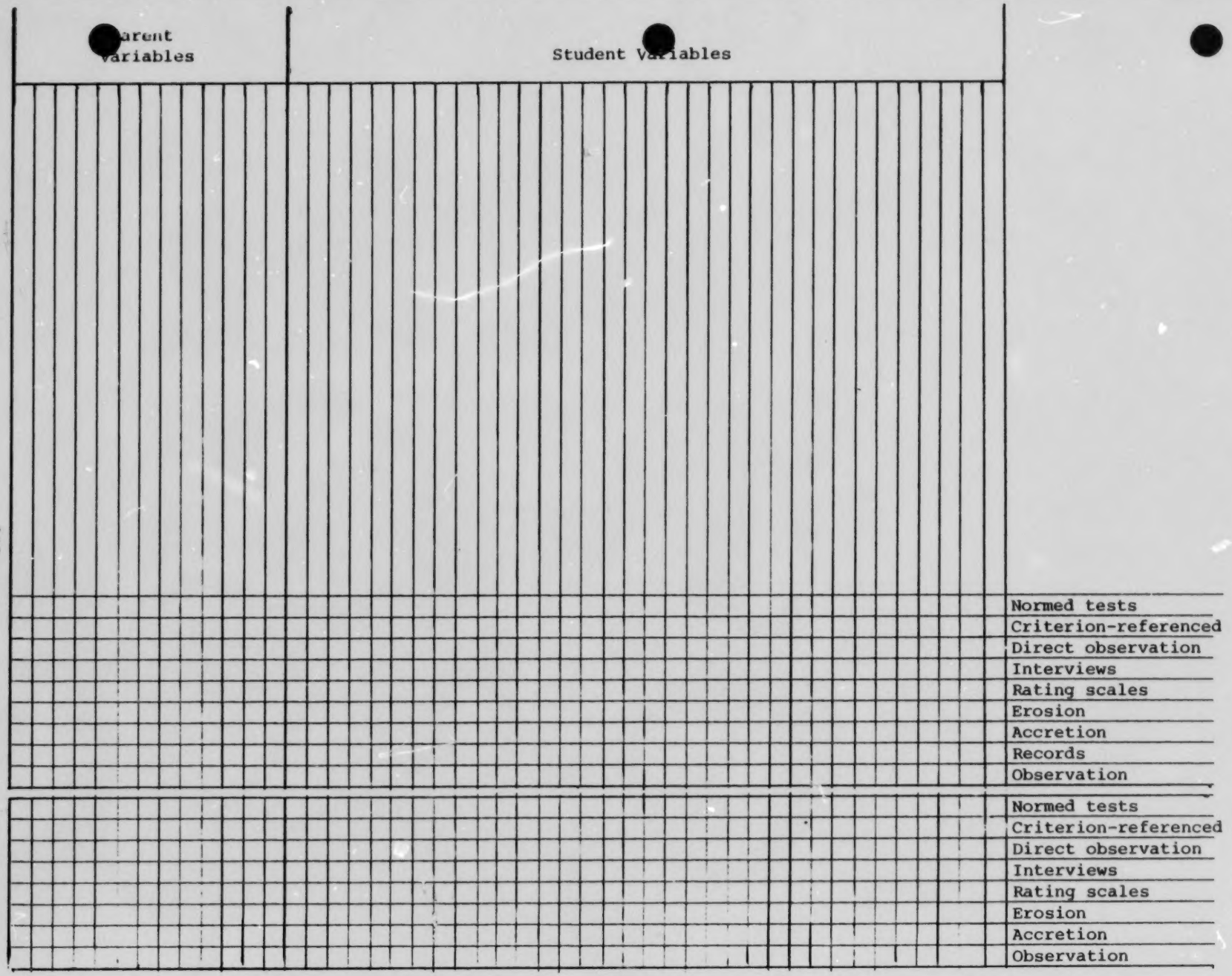
The amount of wear or use an objects has received evidenced by a loss of a certain quality of the object, is measured by an erosion instrument.

Accretion:

The number of times a book has been handled evidenced by finger smudges, the popularity of a game or toy determined by number of finger prints, is measured by an accretion instrument.

King, Edith W., and Stevens, Joseph H. Jr., Administering Early Childhood Educational Program, Boston: Little, Brown and Company, 1976

In Appendix C, a blank matrix has been provided for replication.



Matrix of program objectives and types of measurement strategies

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Note: Refer to the following pages.

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Sincerely yours,

Diana E. Butcher

Diana E. Butcher
Research Analyst
LANCERS
Division of Program Evaluation, Research
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STREET 417 W. Alondra Blvd. - Bldg. '3'
CITY, STATE Compton, CA
ZIP 90220 DISTRICT COMPTON UNIFIED SCHOOL DISTRICT
PHONE _____ EXT. _____

DATE APPROVED 6/21/77
SEARCH CODE 43737
ACCOUNT NUMBER _____
SIGNATURE Vernie G. Torres

SEARCH DESCRIPTION

Brief Statement of Problem Finding assessment methods and procedures to help guide resource personnel to implement and master a successful reading program.

How is material to be used (Purpose): To develop a handbook for Resource Teachers.

SEARCH PARAMETERS

Check As Appropriate

SPECIFIC AGE GROUP

- ☐ PRESCHOOL
- ☐ KINDERGARTEN
- ☐ PRIMARY
- ☐ ELEMENTARY
- ☐ JUNIOR HIGH
- ☐ HIGH SCHOOL
- ☐ OTHER

INTEREST AREA

- ☒ METHODS (Models, Criteria, etc.)
- ☐ CONCEPTS (Theories)
- ☒ RESEARCH (Statistics, Evaluation, Designs)
- ☒ REFERENCES (Texts, Articles, Statistics)
- ☐ PROJECTS
- ☐ OTHER _____

TIME SPAN

FROM 19 71 to 19 77

SOURCES

- ☒ ERIC
- ☐ GRA
- ☐ NASA
- ☐ OTHERS _____

KEYWORDS (DESCRIPTORS)

1. Self evaluation
2. Evaluation methods
3. Evaluation design
4. Evaluation criteria
5. Observation techniques
6. Classroom observation - behavior techniques
7. Evaluation procedures
8. Interaction process analysis
9. _____

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STREET: 11111 Belvue Road

CITY,STATE: Los Angeles, CA

ZIP: 90000 DISTRICT: Central Unified

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APPENDIX A

SUGGESTED - - - - INVENTORY OF RESOURCE MATERIALS

AVAILABLE FOR TEACHERS TO CHECK OUT

Special Testing Materials

Kits

Task Cards

Study prints

Cassettes

Filmstrips

Reading skills (ditto sheets)

Professional books

Pamphlets, magazines, etc.

Flash cards

Transparencies

Manipulatives

Records

Miscellaneous materials

CERTIFICATE OF ACHIEVEMENT

TO WHOM IT MAY CONCERN:

Witness today, the _____ day of the month of _____ in the year _____, that _____ has successfully mastered _____

_____

_____

_____

_____

Let all who read this certificate be joyous and proud!

Signed this day in the County of _____

in the State of _____

_____ Teacher

_____ Student

_____ Principal

_____ Witness

CONTRACTS

A contract is a document stating exactly what the student is to do and what rewards will follow for completion of the task. The contract is more suitable for the more mature child. The following information should be included in every contract:

1. Child's name and date of contract
2. Statement telling exactly what must be achieved and how measured as well as approximate termination date
3. Exactly what will be earned
4. Signatures

LEARNING CONTRACT

I, _____ agree to accomplish the following:

_____

_____

_____

_____

_____

_____

_____

I plan to complete the above by _____

After I have completed the above I would like to:

_____

_____

_____

_____
Student

_____
Teacher

Contracts are 'negotiated' on a one-to-one basis. Usually one contract is written after the stipulations of the previous contract have been completed and the rewards given.

TOKENS

Tokens or slips of paper with happy faces stamped on them may be given out for appropriate behaviors. A collected number of these tokens or "happy faces" may be redeemed for rewards. "Happy faces" are preferred. Have the child write his name on the reverse side of the paper upon its receipt in order to reduce the opportunities for loss and/or theft. A variation might be to have the child put his faces into a hat and draw for two or three.

HAPPY FACE FOR _____

_____

_____

_____

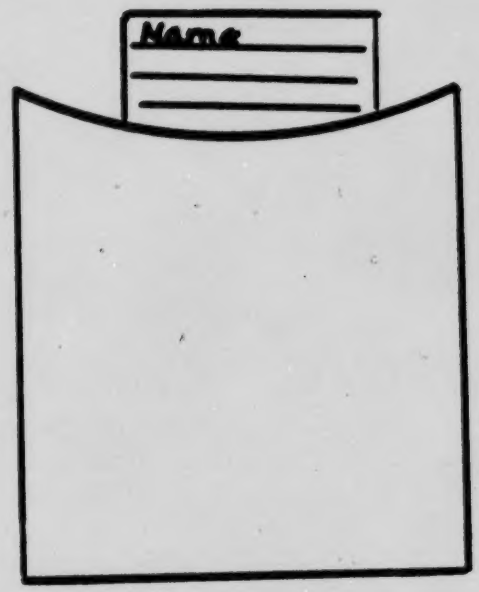
TEACHER _____ STUDENT _____

Figure 10

LEARNING STATION BEHAVIOR

1. Did I work quietly?
2. Did I follow directions?
3. Did I complete my task on time?
4. Did I share materials?
5. Do I need a conference with the teacher?

Put your card in the packet -->



HOW MUCH WILL IT COST
(Estimated Cost Analysis)

1. PLANS What do we want to happen?	2. NEEDS What do we need to make it happen?	3. ESTIMATED COST		
Information taken from Outline of the Major Planning Decisions p. _____.	People Yes ___ No ___ Number _____ What will they do?	People Certificated Salary + Benefits Cost_____ Non-Certificated Salary + Benefits Cost _____ Total _____	Inservice Certificated Hrs.____ Days ___ Cost____ Non-Certificated Hrs.____ Days ___ Cost____ Sub Total 1_____ Consultant fees Sub Total 2_____	Material from (column 2) Number of each. ____@_____=_____ ____@_____=_____ ____@_____=_____ ____@_____=_____ ____@_____=_____ Sub Total 1_____ Equipment/Furniture Listed on following sheet (page 2)
Activity 2 Activity 3 etc.	Materials/Equipment/ Furniture, etc. needed? Yes _____ No ____ List on following sheet (page 2)		Inservice Materials Listed on following sheet (page 2) Number of each kind needed ____@_____ ____@_____ ____@_____ ____@_____ ____@_____ ____@_____ Sub Total 3_____	Number of each kind needed ____@_____=_____ ____@_____=_____ ____@_____=_____ ____@_____=_____ ____@_____=_____ ____@_____=_____ ____@_____=_____ ____@_____=_____ Sub Total 2_____
		People Total_____	Inservice Total 1 + 2 + 3 _____	Material/Equip./ Furn. 1 + 2 Total_____
				Total of all costs: _____

HOW MUCH WILL IT COST
(Estimated Cost Analysis) page 2

Program Materials	Equipment/Furniture	Inservice Materials

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MODEL OF A FIVE-DAY PROGRAM FOR LOW ACHIEVERS IN READING

All the language arts can be accounted for in these time slots. In addition, science and social sicence content can be used. Reading can be taught in the content areas quite apart from the usual assignments.

	Monday	Tuesday	Wednesday	Thursday	Friday
Hour 1					
20	Basal Instr.	Basal Instr.	Basal Instr.	Basal Instr.	Language Exper. (Sci.)
20	Specific Processes* (Pocket Charts)	Seat-work	Specific Processes* (Pocket Charts)	Seat-work	
20	Games for Skills Drill	Manipu-latives Skills Drill	Games for Skills Drill	Manipu-latives Skills Drill	
Hour 2					
(30 min. each day)	Audio-taped text Paired reading		Audio-taped text Paired reading	Audio-taped text Paired reading	
Hour 3					
(30 min. each day)	Writing		Writing	Writing	
Other	Compre., Study skills, Test practice			Compre., Study skills, Test practice	

Plus Home Program and Oral Reading Schedule

*Specific Processes: Homonym process, synonym process, antonym process, beginning sounds process, compound process, contraction process, etc.

7 October 1975

To: First Grade Teachers

From: Lynne

I will be available to come to each of your rooms for three days during reading beginning next Monday.

Unless you'd prefer something different, I would take one group while you teach the other, then switch after 25 minutes.

Check what you'd like for each group:

	Group 1	Group 2	Group 3	Group 4
Language experience series of lessons				
Teach Distar lessons so you can do different lessons				
Do series of lessons using Instant Readers				
Other: _____				

Is this schedule convenient?

Candy - October 13, 14, 15
Jean - October 16, 17, 20
Kim - October 21, 22, 23
Henri - October 24, 27, 28

Please return this to me by Thursday.

TEACHER'S QUESTIONS - WHAT KIND?

The questions a teacher asks determine the kind of thinking a student does. Because questions have long been used to motivate interest, to instruct, and to evaluate, a sure way for the teacher to improve the thinking skills of children is to develop the art of questioning. We can accomplish this task by using well constructed, thought out questions as a basis for instruction and diagnosis.

Some important aspects of the use of questions are to check student's ability to recall specific facts, to require the use of facts in generalizing and in making inferences, and as an excellent means of checking on a pupil's skill in organizing facts and to check on the pupil's understanding of relationships among facts.

Barrett has developed a Taxonomy of Reading Comprehension which has several useful applications for the classroom teacher in developing the art of questioning. A Taxonomy of Comprehension can be used by the teacher as a basis for developing purposes and questions in guiding children's reading. Teachers may also apply the Taxonomy to questions presented in basal manuals to determine what types of comprehension are emphasized in the selections.

The taxonomy cannot take into account the background which the reader brings to the comprehension task. Background must in many cases be a deciding factor in the type or level of comprehension required by the question. The type of comprehension demanded and the difficulty of the task is a product of (a) the selection read (b) the questions asked, and (c) the reader's background. This is especially true when we ask students questions of inference. He must use the recall information he has plus what he already knows or has experienced to combine this information to infer or draw a conclusion.

Children can learn to make inferences, to generalize, and to make logical assumptions if they receive systematic instruction. Achievement by students in learning to make inferences is influenced by intelligence, general reading ability, personality and the skill of the teacher to ask questions and interpret pupil responses.

As students can learn to interpret and read critically, so can teachers learn to develop better questioning techniques.

In preparing a lesson to teach, teachers should keep in mind the following points:

1. Determine what kinds of thinking outcomes they want to develop.
2. Determine what relative importance to put on the various kinds of thinking outcomes with group and individual readers.
3. Determine what kinds of thinking can best be developed in the various kinds of story or reading material.
4. Determine whether they ask clear, unambiguous questions.

5. Determine whether students are permitted to answer questions or whether the teacher moves in and does the answering.
6. Determine what actions are taken or not taken to clarify vague questions, provide appropriate clues, and to extend thinking on a given topic.
7. Determine which questions can properly stimulate thinking follow-ups of previous questions and answers.
8. What kinds of reading skills can be developed in this context?
9. In terms of this group's skill (or better yet, individual's) how should I budget the question types?
10. In terms of this group's or individual's skills, how relevant do the basal reader questions seem?

While studying a topic in preparation for instruction, the teacher should be on the lookout for the big working ideas - the generalizations, values, definitions, and skills that are important enough to deserve emphasis. These are the ideas that best lead to higher level questions. It is wise to think of the process whereby the knowledge came into man's possession and then determine whether students could profitably retrace any of these steps if given background.

The textbook is weak in that it offers little opportunity for any mental activity except remembering.

A vital point in planning questions is that almost any important concept can be taught in several ways that will lead the students to different levels of thinking.

The practice of encouraging students to set their own purposes for reading through prediction can lead to growth in critical reading and critical thinking abilities.

Questions prime the critical faculties. The format of a question is a vital consideration because a potentially good question in any category of thinking can be ruined by improper construction.

Open-ended questions are always more useful when you want to encourage the student to think beyond the evidence currently at hand.

Discussion questions require the student to present an oral or written answer of a sentence or more in his own words.

Advantages of discussion questions are that they are fairly easy to compose and can lead students into every catagory of thinking.

Setting a purpose is a potent influence on reading comprehension. But a purpose for reading can only be defined and established if the reader knows what kinds of questions to ask.

<u>Purpose Setting</u>

1. Ask the reader to describe what he expects to happen in the piece which he is about to read.
2. Require the reader to examine the evidence in the text carefully to determine its relevance to his announced purposes and predictions.

Purpose Setting
(continued)

3. Ask the reader to relate what he finds in the text and illustrations to his announced or written purposes and predictions.
4. Provide appropriate stopping points where the reader may confirm, modify, extend, refine, or reject his original purposes and predictions.
5. Suspend final judgment regarding accuracy of what he is doing until he has examined all evidence.

We must also keep in mind that it is the purpose of the reader that determines not only the rate of reading, but also the nature and depth of his achievement.

TAXONOMY

OF

READING COMPREHENSION

by

THOMAS C. BARRETT

1.0 Literal Comprehension. Literal comprehension requires the recognition or recall of ideas, information, and happenings that are explicitly stated in the materials read. Recognition tasks, which frequently take the form of purposes for reading, require the student to locate or identify explicit statements in the reading selection itself or in exercises that use the explicit content of the reading selection. Recall tasks demand the student to produce from memory explicit statements from a selection; such tasks are often in the form of questions teachers pose to students after a reading is completed. Two additional comments seem warranted with regard to literal comprehension tasks. First, although literal comprehension tasks can be over-used, their importance cannot be denied, since a student's ability to deal with such tasks is fundamental to his ability to deal with other types of comprehension tasks. Second, all literal comprehension tasks are not necessarily easy, since they intuitively speaking appear to range from easy to difficult. For example, the recognition or recall of a single fact or incident may be somewhat easier than the recognition or recall of a number of facts or incidents, while a more difficult task than either of these two may be the recognition or recall of a number of events or incidents and the sequence of their occurrence. Also related to this concern is the hypothesis that a recall task is usually more difficult than a recognition task, when the two tasks deal with the same content and are of the same nature. Some examples (1) of literal comprehension tasks are:

1.1 Recognition or Recall of Details. The student is required to locate or identify or to call up from memory such facts as the names of characters, the time a story took place, the setting of a story, or an incident described in a story, when such facts are explicitly stated in the selection.

1.2 Recognition or Recall of Main Ideas. The student is asked to locate or identify or to produce from memory an explicit statement in or from a selection which is the main idea of a paragraph or a larger portion from the selection.

(1) Although the examples in this category and in those to follow are intuitively ordered from easy to difficult, it is apparent that such a finite hierarchy is not feasible. Therefore, the user of the Taxonomy should view the examples as some of the tasks that might be used to produce comprehension products, on the part of students, that relate

to the type of comprehension described in each of the four major categories of the taxonomy.

1.3 Recognition or Recall of Sequence. The student is required to locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.

1.4 Recognition or Recall of Comparisons. The student is requested to locate or identify or to produce from memory likenesses and differences among characters, times in history, or places that are explicitly compared by an author.

1.5 Recognition or Recall of Cause and Effect Relationships. The student in this instance may be required to locate or identify or to produce from memory reasons for certain incidents, events, or characters' actions explicitly stated in the selection.

1.6 Recognition or Recall of Character Traits. The student is requested to identify or locate or to call up from memory statements about a character which help to point up the type of person he was, when such statements were made by the author of the selection.

2.0 Inferential Comprehension. Inferential comprehension is demonstrated by the student when he uses a synthesis of the literal content of a selection, his personal knowledge, his intuition and his imagination as a basis for conjectures or hypotheses. Conjectures or hypotheses derived in this manner may be along convergent or divergent lines depending on the nature of the task and the reading materials involved. For example, inferential tasks related to narrative selections may permit more divergent or creative conjectures because of the open-ended possibilities provided by such writing. On the other hand, expository selection because of their content may call for convergent hypothesis more often than not. In either instance students may or may not be called upon to indicate the rationale underlying their hypotheses or conjectures. Although such a requirement would seem to be more appropriate for convergent rather than divergent hypotheses. Generally, then, inferential comprehension is elicited by purpose for reading and teachers' questions which demand thinking and imagination that are stimulated by but go beyond the printed page. Examples of inferential tasks related to reading are:

2.1 Inferring Supporting Details. In this instance, the student is asked to conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting, or appealing.

2.2 Inferring the Main Idea. The student is required to provide the main idea, general significance, theme, or moral which is not explicitly stated in the selection.

2.3 Inferring Sequence. The student, in this case, may be requested to conjecture as to what action or incident might have taken place between two explicitly stated actions or incidents; or he may be asked to hypothesize about what would happen next if the selection hypothesizes about the beginning of a story if the author had not started where he did.

2.4 Inferring Comparisons. The student is required to infer likenesses and differences in characters, times, or places. Such inferential comparisons revolve around ideas such as: "here and there", "then and now", "he and he", "he and she", and "she and she".

2.5 Inferring Cause and Effect Relationships. The student is required to hypothesize about the motives of characters and their interactions with others and with time and place. He may also be required to conjecture as to what caused the author to include certain ideas, words, characterizations and actions in this writing.

2.6 Inferring Character Traits. In this case, the student may be asked to hypothesize about the nature of characters on the basis of explicit clues presented in the selection.

2.7 Predicting Outcomes. The student is requested to read an initial portion of selection and on the basis of this reading he conjectures about the outcome of the selection.

2.8 Inferring About Figurative Language. The student, in this instance, is asked to infer literal meanings from the author's figurative use of language.

3.0 Evaluation. Evaluation is demonstrated by a student when he makes judgments about the content of a reading selection by comparing it with external criteria, e.g. information provided by the teacher on the subject, authorities on the subject, or by accredited written sources on the subject; or with internal criteria, e.g. the reader's experiences, knowledge, or values related to the subject under consideration. In essence, evaluation requires students to make judgments about the content of their reading, judgements that have to do with its accuracy, acceptability, worth, desirability, completeness, suitability, timeliness, quality, truthfulness, or probability of occurrence. Examples of evaluation tasks related to reading are:

3.1 Judgments of Reality or Fantasy. The student is requested to determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience.

3.2 Judgments of Fact or Opinion. In this case the student is asked to decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.

3.3 Judgments of Adequacy or Validity. Tasks of this type call for the reader to judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject. In this instance, then, the reader is called upon to compare written sources of information with an eye toward their agreements or disagreements, their completeness or incompleteness, and their thoroughness or superficiality in dealing with a subject.

3.4 Judgments of Appropriateness. Evaluation tasks of this type require the student to determine whether certain selections or parts of selections are relevant and can make a contribution to resolving an issue or a problem. For example, a student may be requested to judge the part of a selection which most appropriately describes a character. Or he may be called upon to determine which references will make significant contributions to a report he is preparing.

3.5 Judgments of Worth, Desirability, or Acceptability. In this instance, the student may be requested to pass judgments on the suitability of a character's action in a particular incident or episode. Was the character right or wrong, good or bad, or somewhere in between? Tasks of this nature call for opinions based on the values the reader has acquired through his personal experiences.

4.0 Appreciation. Appreciation involves all the previously cited cognitive dimensions of reading, for it deals with the psychological, and aesthetic impact of the selection on the reader. Appreciation calls for the student to be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements. Appreciation includes both knowledge of an emotional response to literary techniques, forms, styles and structures. Examples of tasks that involve appreciation are:

4.1 Emotional Response to the Content. The student is requested to demonstrate his reaction to a selection in terms the visceral effect it had on him. The emotional impact of a work may have to do with such things as its ability to stimulate and sustain interest, excitement, boredom, fear, hate, or amusement on the part of the reader.

4.2 Identification with Characters and Incidents. Tasks of this nature will elicit responses from the reader that demonstrate his sensitivity to, sympathy for, or empathy with characters and events portrayed by the author.

Taxonomy
(continued)

4.3 Reactions to the Author's Use of Language. In this instance, the student is required to recognize and respond to the author's craftsmanship in his use of words. Such tasks deal with the semantic dimensions of a selection, e.g., the connotations and denotations of work.

4.4 Imagery. In this instance, the reader is called upon to recognize and respond to the author's artistic ability to 'paint word pictures' that cause him to visualize, smell, taste, hear, or feel, the things the author is describing.

APPENDIX B

THE PRINCIPAL'S ROLE IN STARTING LIBRARIES AND RESOURCE CENTERS

The initial thrust in starting a school library and resource center comes from the principal. He analyzes the following factors and criteria when making this decision.

1. Availability of room and space.
2. Budgeting for a library and resource center
3. Personnel to implement his plans.

AVAILABILITY OF ROOM

The principal's role is to determine the approximate number of students and personnel who will use the library and resource center at any given period of time, and to select a physical location that will accomodate them.

If at first there is no place to locate a library and resource center, it is possible that the principal may get additional rooms in his school through new buildings, the use of bungalows, or through decreased student enrollment.

The principal decides whether there will be a combination of a library and resource center, or whether they will be in separate rooms. If they are in separate rooms, the principal can arrange for the library and the resource center to be coordinated, with one complementing the other.

BUDGETING

The principal will determine which monies will be used to finance the library and resource center. He can explore the following:

1. School funds -SB90, 1HA account, Title I and Title II, if applicable.
2. Gifts from students, parents, interested individuals, community organizations.
3. Fund raisers, such as candy drives, carnivals, book fairs.

PERSONNEL

After determining that there is room and money available to start a library and resource center the principal's role is to select qualified and capable staff to implement his plans. He may decide to hire a teacher-librarian and an aide. If there is not enough money to hire an aide, students or community volunteers may be used to aid the teacher-librarian.

The principal plans together with the teacher-librarian the duties of the teacher-librarian in getting the library and resource center started, These duties may include:

1. Ordering furniture, equipment, books, audio-visual materials
2. Organizing books and materials
3. Establishing a check-out system
4. Demonstrating and providing lessons for teachers and students on the use of the library and resource materials.
5. Keeping an inventory of materials
6. Keeping equipment, books, and materials in good repair
7. Attending professional meetings to keep up with new ideas.

Through the area office plus professional meetings, the principal and the librarian-resource teacher can get information and helpful ideas on starting library and resource centers, and on successful ways to use them.

5. *Effective Use of Library Tools and Resources for a Specific Area of Knowledge:* With the help of library personnel, the content area teacher can show his students how to use the card catalogue, reference works, periodical indexes, and numbering and shelving system for book and magazine collections. The opportunity to encourage additional reading and investigation is presented naturally; the resourceful teacher can increase and stimulate additional reading, awareness and knowledge of his field. It is important that the instructor himself have a working knowledge of these library facilities.

6. *Accuracy in Following Directions, in Reading Examination Questions:* As every experienced teacher well recognizes, people are not born with the ability to take in every word of a printed statement or an auditory suggestion. Rather, they must be led--even pushed--into assimilating the full force of words in context. Repeatedly, the wise instructor will discuss how best to interpret directions, for problem solving, for making or doing something, for putting answers down in an examination. Careful attention to details or individual expressions such as never, sometimes, always, seldom in true-false tests and to exact phrasing or shades of meaning in multiple-choice tests can be emphasized. Time spent in these activities brings good dividends in skill and learning.

7. *Judicious Expenditure of Time for Study, in Preparation for Quizzes and Examinations and During Examinations:* Students should learn how to study effectively, how to budget their time and how to distribute their study periods. During an examination, students need to learn to pace themselves, to decide how much time to spend on each section of an exam depending on its weight, and to double-check their work. Few people have an instinctive sense of time, it is an acquired skill which pays dividends.

ART - *Reading to:*

1. Appreciate and criticize various art forms and objects.
2. Collect and evaluate materials in collateral fields, for cultural background.
3. Follow measurements, abbreviations and graphic materials.
4. Retain ideas and theories of techniques, schools, historical principles and practices.
5. Define what constitutes "greatness" in a given art form.

BUSINESS EDUCATION - *Reading to:*

1. Apply good practices of secretarial skills auch as proofreading, getting meaning from context to supply omissions in transcriptions or copies, etc.
2. Develop familiarity with business, commercial and industrial practices.
3. Make use of symbols--including shorthand.
4. Recognize and use special forms such as charts, graphs, applications for employment, invoices, legal papers and tax forms.
5. Understand business principles and ethics.

Reading in the Content Fields

The persevere twice approach covers study skills generally and is broadly applicable to all areas of knowledge, thinking and academic subject matter. As every teacher of a content-area is well aware, however, certain techniques and practices are particularly useful in specific subjects.

Every teacher is a teacher of reading. If he teaches these skills and techniques regularly as a matter of course, his students will readily improve in the knowledge or techniques of the subject area being studied.

But in addition to the common study skill needs, each content area is likely to present many special demands or problems for the student--and hence, for the instructor--to cope with. The following are some areas which need to be considered and dealt with in each subject matter field; they should be considered as preceded by the seven skills of reading noted below.

1. *Comprehension Skills:* In one way or another, study and practice in each discipline or content area demand increasing understanding and control over the subject.

2. *Vocabulary Improvement:* Second only to comprehension growth is the need for broadening and deepening word mastery, especially with specialized and technical words peculiar to a content area.

3. *Creative and Critical Reading:* Students should not only learn to assimilate facts, but also to recognize fact and opinion, to form judgments, to take into account author's biases, to determine the competency of an author, to identify evidence to support an opinion, to differentiate between primary sources and secondary sources, to find evidence to support conclusions and generalizations, and to be aware of emotive language while reading. Critical analysis is a highly developed and judicious extension of comprehension skills; it can be improved upon and developed through regular practice, thoughtful guiding questions prior to reading and discussion periods.

4. *Skilled Use of Textbooks and Supplementary Materials:* Students need guidance in order to get the most from their textbooks, manuals and equipment. Content area instructors can teach location skills by showing students how to use ordinary parts of a book (such as the table of contents); the parts of a book (such as the units, chapters and subsections); the title page (copyright date, author, publisher, etc.); the index (especially for its specificity of detail as compared to the generalities of the table of contents); the glossary; the format of a book (such as introductions, summaries); special aids (such as tables, graphs, maps, charts, photographs); and other special resources.

LITERATURE - Reading to:

1. Comprehend sequence of events, cause-and-effect relationships.
2. Develop broad tastes and permanent interests in good literature.
3. Enjoy sensory and experimental elements of the material being read, such as figurative and colorful language.
4. Evaluate qualities of good writing, content, style, vocabulary and structure.
5. Experience what the selection has to tell, what the plot, characters, setting, episodes, style, language and the author's ideas reveal.
6. Recognize and appreciate different types of literature--novel, short story, drama, essay, poetry, biography and other types of non-fiction.
7. Try to discover the author's philosophy.

MATHEMATICS - Reading to:

1. Apply graphic representations to problems and situations.
2. Develop mathematical perspective; weight evidence of data; evaluate on the basis of principles, cause-and-effect, variables.
3. Exercise judgment in distinguishing the importance and irrelevancy in problems and act upon this interpretation accordingly.
4. Grasp mathematical concepts and relate them to others or generalize from them.
5. Recognize equations as expressive in a manner similar to sentences in prose writing.
6. Use and evaluate mathematical symbols and expressions descriptive of size and shape, extent, relationships.

SOCIAL STUDIES - Reading to:

1. Compare reports of eye witnesses, experts, primary and secondary sources.
2. Comprehend and evaluate facts, ideas, principles and practices.
3. Establish appropriate relationships of events in chronological order.
4. Evaluate controversial issues
5. Follow graphic presentations, such as line, statistical, trend, functional, bar and circle graphs.
6. Interpret social, geographical, historical, political and legal terms.
7. Investigate and test reliability of statements or authors, agreement or differences among authorities.
8. Recognize and appreciate historical style and the art of historical writing.
9. Visualize and interpret other times, places and circumstances.

If the student is equipped with these skills and habits--and others that will occur frequently to the content area teacher, he will have come a long way toward mastery of the art of mature reading in the various areas of reading.

GUIDE FOR INDEPENDENT ACTIVITIES AT LEARNING CENTERS

Most classrooms of the past were places where one sat quietly and listened in order to be taught. There are many other ways of learning besides mere listening.

We have learned so much about how children grow, develop, and learn. The information should be incorporated into a good classroom program. For example, we know:

1. That learning is enhanced by doing; that the hands can aid the brain;
2. That we learn more readily when we are interested and motivated to do a task;
3. That we learn more readily when a task is geared to our individual differences;
4. That learning is enhanced when it is accompanied by experience.

When we take all of these into account, a classroom will begin to approximate a workshop or learning laboratory.

LEARNING CENTERS

One method of providing this kind of program is to set up in the classroom a number of learning centers at which children can work independently while the teacher is engaged in direct instruction with selected groups. In choosing the work centers to be set up in a classroom, the teacher will need to be guided by the needs and the maturity of her pupils.

There is no 'best' number of centers but a typical classroom will have about five such centers.

CRITERIA FOR WORK CENTERS

When planning the activities for a work center, certain principles should be kept in mind so that they may contribute to the total program and meet the needs that were previously outlined. These would include:

1. The activity should be one that a pupil can do independently. This will necessitate instruction to the whole class or a specific assignment sheet at the center.
2. Each activity should provide for one or more of the following: exploration, experimentation, expression, or experience.
3. The activities at the center should supplement the basic instructional program.
4. Work standards for the centers should be developed cooperatively with the class.
5. The activity should be purposeful, interesting, and satisfying.
6. All of the supplies and materials that the children will need to complete the activity should be right there.
7. It is very important to spend some time with the children explaining the center activities and where all of the supplies and materials can be found.

CRITERIA FOR WORK CENTERS
(continued)

8. Provide a place for unfinished and finished projects. The children should know where to store their projects.
9. It should be clear to the students where they should be doing the work that goes with each center.
10. Children should always be responsible for taking care of the centers.
11. Most centers will be somewhat limited by the number of children that can be there at one time.
12. Replace when children begin to lose interest.
13. Gradually set up centers.

ORGANIZATION

To organize a classroom with learning centers, very careful planning is needed. With careful organizational planning and pupil participation in the planning, such a classroom can be an invitation to learning for every person who walks into it.

ALPHABETS

1. Flash cards of picture of beginning sounds; letter on reverse side. Show card, child names letter. Game Setting, pal system.
2. Cards with letter. Capitals on one side, lower case on other side. Chart with alphabet upper and lower case. Child places card in alphabetical order. First upper case, then lower case. Check with chart.
3. Tape working with few letters, say words that begin with a certain sound. Child finds card that begins with letter. Code cards. Teacher gives the code on the tape.
4. Bingo game - Six to eight children. Small cards with pictures of words, large cards with same beginning sounds. Match small card to picture or letter on bingo card.
5. Class picture dictionary. Pictures from magazines or drawn by children . Assign one or two alphabets at a time.
6. Individual picture dictionary.
7. Dot-to-dot design with alphabets.
8. Match upper and lower case letters.

VOCABULARY

1. Bingo game. Basic words Ditto sheet. Played with discs or beans.
2. Write a sentence on a sentence strip. Cut it up. Child places sentence in order to make a complete sentence. Child writes sentence and then illustrates.
3. Flash cards in game setting. Pal learning situation.
4. Cut out pictures to illustrate a word.
5. Make a sentence or a story using words.
6. Rebus cards - commercial or teacher made.
7. Matching games: likenesses - differences. Structural analysis - outline of word on tag, match. Spin a wheel with picture or word. Match word card and word on wheel.
8. Commercial games for vocabulary.
9. Tape recorder. Tape words giving code as red or one. Code word cards.
10. Picture dictionary. Find word in dictionary. Make a picture of meaning or write its meaning.
11. Emphasis 280 basic words in game situtation or use. Not all words at one time. Keep count.
12. Match pictures of nouns with pronouns as girl, she; boy, he; toy, it.
13. Rhyming. Divide box into squares. Past pictures from old word book (Blue Chip stamp book) Make set of rhyming words on cards. Child will match cards that rhyme with picture.

BEGINNING SKILLS _ Beginning Sounds

1. Stationary or stocking box. Divide bottom of box in squares (3 across, 3 down). Place beginning sound and picture in first square. Have pictures on cards with two beginning sounds for each alphabet. Child to place each card in proper box. Check sheet.

BEGINNING SKILLS
(continued)

2. On cardboard have pictures of words of alphabet beginning sound. Write word omitting first letter. Place under plastic sheet. With grease pencil child writes in beginning letter. Check sheet.
3. Write a letter on paper. Child will make pictures or find words that begin with that letter. May use picture dictionary. Fold paper and include more than one letter.
4. Pictures of words on paper. Beginning sound omitted. Child will write in beginning sound.
5. Cut and paste pictures of words that begin with same letter.
6. Commercial games.
7. Word wheel with beginning sound stable.
8. Individual pocket charts. Word on tag match correct beginning to complete.
9. Beginning sound matched to pictures.
10. Pictures of words on cards. Write letters of words beneath or along side of picture. Omitting first letter or letters. Have chips with first letter or letters. Child will match first letter to complete the word. Have check card.
11. Have picture of word. Write letters of word on card. Omit first letter or letters. Place under plastic folder. Child will write first letter on plastic sheet with grease pencil.
12. Match picture to letter and word on a wheel.
13. Use picture dictionary to find beginning sounds.
14. Use flannel boards. Place letter card to top of flannel board. Child will place picture cards on flannel board that begins with letter.
15. Card game with matching sounds. Child must be able to identify letters.

ENDING SOUNDS

1. Beginning sounds suggestions can be used in reverse. Words that end in 's' or 'ed', or 'ing' are often action words. Child can fill in desired ending and illustrate.

COMPOUND WORDS

1. Word cards cut in half. Match words. Make a picture.
2. Place word cards to make a word in an individual word card holder. Have a check sheet.
3. Find pictures of words in magazine that make compound words. Past. Write word.
4. Have a word wheel.

RHYMING

1. See 13 under Vocabulary.
2. From old Weekly Readers make rhyming cards. Can also use old workbooks, or Blue Chip Stamp books.

PHYSICAL PERCEPTUAL ACTIVITIES

1. Jacks.
2. Crumble paper with one hand.
3. Pick up sticks, two fingers.
4. Drop small discs in narrow bottle mouth.
5. Walk strip of masking tape on floor, arms outstretched.
6. Stand and drop clothes pins in milk bottle.

COMPREHENSION CENTERS

1. Puzzles.
2. Game. Two or more players. Directions on cards as stop, go, stand, sit, step, jump, etc. One player shows card. Other player performs directions from reading card. Words can be increased to sentences as children progress.
3. Cut and paste. Old magazines and papers. Child cuts out picture and pastes on paper in booklet according to idea expressed by child or teacher.
4. Sequence. From book read by child or teacher or series of pictures. Make pictures or arrange pictures as to what happened first, second, etc. Write one word or sentence for each picture if child is capable.
5. Make a puzzle of a picture from a magazine or book jacket. Reinforce with tag.
6. Make a design of a key work or words.
7. Use picture dictionary to find key word. Write what it says. Illustrate.
8. Teacher made sequential stories from inexpensive books or discards.
9. Cut up discard readers. Put bogus or construction paper on back and staple. Place on library table. Have children read and make a report. Write or illustrate concerning story. Other ways of illustrating a book report:

    Dioramas
    Peep shows
    Paper doll stand ups of characters
    Puppets
    Tell story on tape recorder
    Read dialogue parts
    Posters advertising book
    Sequence story booklet

10. Geoboards
11. Tangrams
12. Story writing centers with picture file for motivation. Chart with words that may be needed.
13. Old Weekly Readers. Give an assignment.
14. Individual sequential cards. Have picture clipped to top of card. Give child three or more story lines. Child places on chart sentence lines in sequence. Have check sheet.

CENTERS FOR SUPER ACTIVE BOYS (OR GIRLS)

Find interest and bring in materials related to interest such as:

1. Model cars to assemble.
2. Model airplanes.
3. Science experiments. Suggestions:
   a) Water-
      Siphoning
      What floats, what does not.
         Make sequential pictures of what did first, second, etc.
         Make pictorial graphs.
   b) Battery
         Make a muffled bell ring.
         Make a bulb light.
   c) Take a flashlight apart on tray. Discover how it is put back. Make it light.
   d) Discover how simple machinery is used. (pliers, wrench, egg beater, potato masher, etc.)
   e) Discover about an incline plance. (Be prepared to demonstrate to group)
   f) What makes the wind?
         Make a windmill.
         Make little kites. (Individual or group)
         Make small parachutes.
   g) Make a clock tick. Be able to explain to group.
   h) Plant some seeds or bulbs.
         Date-Explain-Record growth, or write a sequential story.
   i) Rock collection. Label. Catagorize uses. Make carbon acid.
   j) Magnets - Uses.
   k) Thermometer/ Temperature and weather.
   l) Gas and molecules.
   m) How plants drink - Celery stalk and colored water.
4. Use stop sign - Demonstrate. Write stop, go, wait. Show automobile signals, illustrate. Correct way to ride a bike. Make a poster.
5. Make a monster. (dinosaurs) Shoe boxes, cereal boxes, hair rollers, etc.
6. Paper sculpture. Simple forms.
7. Puppets. Simple to more complex. (Finger puppets. Flat figure with two holes for fingers. Have theater first from behind an overturned table. Then build own theater with packing boxes.
8. Pick up sticks.
9. Puzzles
10. Geoboards.
11. Tanograms
12. Tic-tac-toe with X's and O's on cut outs or chips.
13. Match picture cards of cars with vehicles as to types. trucks, buses, tanks, etc.
14. Make a picture book of cars, boats, airplanes, of their interest. Write a story later. Can be cut outs or draw pictures.
15. Make a model city of milk cartson.

16. Make animals of paper mache, milk cartons, pipe cleaners etc.

SKILLS DEVELOPED (WITHIN SHORT PERIOD OF TIME)

1. left - to- right eye movements
2. line - to - line progression
3. awareness of sentence structure
4. increased power of sustained attention
5. ability to organize ideas
6. ability to sound out words, sounds of initial consonants and progressing to more complex phonic situations
7. ability to hear and recognize endings.
8. use of context clues
9. use of picture clues in stories of friends.
10. a sight vocabulary of those words that naturally recur in children's writing.

All this suggests that the language-experience approach to reading is a way of thinking about reading development. It is more than a method of instruction. Experiences and activities are selected in terms of purpose and goals and methods used in other approaches are appropriate so long as they contribute to the major goals of the language - experience approach.

READING

DIAGNOSTIC-PRESCRIPTIVE IDEAS

The following list of Difficulties and Suggestions for Remediation is an attempt to record some possible solutions to widespread problems. The list is not all-inclusive and many other techniques can be found in the literature. Since reading difficulties are exhibited by human beings, an analysis of the learning style of individual students may be necessary in the selection of specific prescription of process. The authors listed on the last page have written more comprehensive prescriptions and their books should be utilized when more information is required.

Difficulties	Suggestions for Remediation
ORAL READING	
Low Sight Vocabulary	Teach Dolch words, picture nouns. Kinesthetic method Copy words with typewriter. Use of word games Have sufficient first hand experiences. Teach some words that interest child. Labeling objects and pictures.
Guesses at unknown words	Put words in list that child reads. Ask him to find word in reading material. Beginning consonant instruction. Simplify material; phonic instruction. Use of configuration clues. Use of context clues. Enlarge sight vocabulary. Direct child's attention to small differences in words. Divide word into syllables.
Ignores errors and reads on	Use of context clues. Motivation, and easier material. Have reader slow down. Phrases reading exercises. Record so child hears what he is doing.

Inventory of Reading Difficulties, contined

Difficulties	Suggestions for Remediation
Word by word reading	Use easy material, much practice. Enlarge sight vocabulary. Phrase reading exercises. Have a silent reading before oral. Use of Phrase Flash Cards. Use of the recorder and hand tachistoscope.
Ignores punctuation	Teach child to read by thought units. Teach rules and reason for punctuation. Dramatization. Audience reading.
Incorrect or inadequate phrasing	Practice in choral verse. Practice in phrase perception. Systematic word study, motivation. Phrase cards, reading by thought units. Material with phrases marked. Teach meaning of punctuation marks.
Habitual repetition	Use easier materials. Require a great deal of oral reading. Talk over student's mistakes. Teach skimming (if student is ready). Use recorder. Cover line just read with card. Emphasize short though units.
Ignores word endings	Instruction in the changes of the basic forms of words when inflectional endings are added. Use of rhyme words (final consonant). Point out that the ending changes the meaning of the word. Practice discrimination. Exercises designed to emphasize word endings.
Artificial expression	Practice in reading orally with expression of happiness, sadness as story indicates. Use recorder.

Inventory of Reading Difficulties, continued

Difficulties	Suggestions for Remediation
Omits words	Many, interesting material. Ask for meaning of context. Reading for specific points, as arithmetic word problems. Read to follow directions.
Mispronunciation	Give help in enunciation and pronunciation individually. Adjust reading instruction to difficulties (Speech, habits, etc.) Mastery of five to ten words weekly. Reading for pleasure. Observe initial parts and endings.
Enunciation slurred	Use easier materials. Read orally to teacher. Build up confidence. If serious, consult speech expert. Don't focus attention upon it.
SILENT READING	
Low rate of Reading	Use easy lessons. Tell child purpose of study. List questions to be used. Silent reading first. Scan for difficult words. Use vocabulary notebook. Introduce a few words daily. If achieving at 5th grade level, you may time student on selected reading. Use card above line as word accelerator. Improve motivation.
High rate at expense of mastery	Give exercises which show his inaccuracies. Encourage him to read difficult material more slowly. Use easier material as he is probably skipping. Give training in accurate word recognition techniques.

Inventory of Reading Difficulties, continued

Difficulties	Suggestions for Remediation
Vocalizing	Tell child it slows down his reading, explaining that one can read faster than one can talk. Varied rate for different material. Hold pencil in mouth, or chew gum rapidly. Practice skimming. Provide easy, interesting material.
Lack persistence in hard material	Try to get easier, more interesting material. Give praise and satisfaction of proper level reading materials. Definite purpose of assignment.
WORD RECOGNITION A. Meaning Attack	Use visual aids, discussion, consider sentence setting.
Does not use expectancy of words and concepts.	Study root words and suffixes. Use words in different ways.
Does not use context clues	Show importance of context. Provide for lack of experiences. Increase spoken vocabulary and use materials of high interest level, such as experience records, labels, bulletin boards, words in context, key sentences. Teach guessing at words in a sentence with just beginning letters, as, 'the boys f____.'
B. Visual Attack	Use principals of interest, purpose meaning, observation, needs.
Poor visual discrimination	Child may need systematic kinesthetic procedure. Flashmeter encourages rapid recognition of words. Practice in distinguishing between the form of one word and its letters and that of another word its parts. Use context.
Does not use word configuration	Point out the similarities and differences of words in sentences. Practices to improve perception observing salient characteristics of words.

Inventory of Reading Difficulties, continued

Difficulties	Suggestions for Remediation
Cannot find parts of words	Use word games, teach word-attack. Practice in structural and phonetic analysis. Study rules and use.
Syllabication	Teach principles of syllabication. Listen for accents; division of words. Use careful systematic visual study of the words and their elements. Teach prefixes and suffixes. Use syllabication games such as anagrams. Check for dictionary.
Full and part reversals	Emphasize left to right eye movement. Emphasize beginnings, letter sounds. Context such as first letter is red and last word is green. Use kinesthetic method and make a dictionary. Use a typewriter or hand-printing press. Compare words which are reversed (was-saw).
Sound Attack Initial consonants and blends not known	Listen for beginning sounds. Matching letters and sounds (consonant lotto). (Exercises from Durrell-Sullivan) Chil collects words that begin alike. Teach sounds of consonants. Teach sounds of blends. Picture-sound chart.
Final consonants	Teach for ending sounds. Crossing out words that do not sound and end alike. Matching words that rhyme. Written exercixes and games on endings.

Inventory of Reading Difficulties, continued

Difficulties	Suggestions for Remediation
Errors on medial letters	Context clues Controlling letters following a vowel (smart) Attention called to middle or words.
Does not apply silent "e" rule	Finel "e" rule. Collect a list of final "e" words. Context clues (men, made)
Errors involving digraphs (ch, th) and diphthongs (oi, oy)	Illustrate, match visual symbols and sounds.
Errors on vowels	Teach application of rules governing vowel sounds. Exercises designed to analyze vowel sounds. Secure attention by hand-work, games with cards, etc. Have remediation during school time; not during child's favorite subject time.
Irregular eye movements	Eye examination by specialist. Use phrase exercises that direct eye movement. Use a line marker when needed. Improve sight vocabulary to decrease number of fixations.
OTHER DIFFICULTIES	
Cannot find answers to questions	Give varied opportunities in reading and following directions in relation to children's activities: (Draw a circle around, cross out, etc.) Other text books help e.g. Arithmetic thought problems, simple step-by-step experiments in social studies. Child should understand that he must read slowly when reading directions so that he may understand each step in the sequence, and that if he fails to understand a step, he should re-read it or seek help.

Difficulties	Suggestions for Remediation
OTHER DIFFICULTIES, CONTINUED	Written directions for lesson assignments. Special written instructions for carrying out games, monitorship responsibilities, etc.
Reads little voluntarily	Interesting material at proper grade level. Guidance in choosing own materials. Attractive room library and reading center. Lend books to be taken home. Informal voluntary book reports Teacher reads to class (Fund books).
Errors on inflectional endings	Teach pupil to observe base or root word and add ending. Games using endings. Written exercises listing words that end the same.
COMPREHENSION	
Oral	Choose interesting and easy material. Specific exercises in purposeful reading. "S.Q. 3R" Method of study. Ask questions. Arithmetic thought problems.
Silent	Concepts and vocabulary building. Use of dictionary. Interesting and easy materials. Variety of types of silent reading. Skim rapidly to find key words, key phrases, topic sentences. Emphasis on "What does it mean?" Practice in sentence and paragraph comprehension. Questions before and after reading. Question and answer exercises. Read story for various purposes. Much fine reading material. Draw pictures to illustrate material read. (Lower grades) Reading arithmetic thought problems.

Inventory of Reading Difficulties, continued

Difficulties	Suggestions for Remediation
Recall Unaided recall scanty	Reading for retelling. Begin with sentences or paragraphs. Increase units as skill improves. Note detail. Review points to be remembered. Oral and written summaries.
Recall Poorly organized	Provide training that will enable child to see main points and sense a sequence. Outlines and summaries.
Recall Inaccurate memories and guesses	Meanings of unfamiliar words given to child before reading. Stop at end of each paragraph to check recall. Encourage careful, detailed, reading by exercises, practice books, true and false tests, etc. Silent reading following by dramatic action response. Re-reading for specific purpose. See how facts are related. Compose headlines and topic sentences. Oral and written summaries.
GENERAL READING HABITS	
Loses place easily	Easier material. Before reading, look at materials including pictures. Use marker if necessary. Read character parts. Interesting material.
Uses finger or pointer	Talk to him about it. Let him do it if he seems to need it. Use marker if needed. Have child hold book with both hands.
Holds book too closely	Check vision. Teach children to hold book 12" to 18" from eyes at 45 degree angle. Adequate light.

Inventory of Reading Difficulties, continued

Difficulties	Suggestions for Remediation
Effort and attention low	Check physical causes. Interesting material on child's level. Provide opportunity for obvious improvement. Purposeful assignments. Activity, interest, variety. Riddle-type exercise.
Easily distracted	Easier material on child's special interests. Provide best possible conditions for reading. Start with very small units (1 to 5 minutes of intensive silent reading). Choose good time for remediation.

Adapted from materials by: Gray, Gates, Witty, Dolch, Bond, Harris, Durrell, Kottmeyer, Stone, Vaughn, McKee, Fernald, Harrison, Betts, Blair, Robinson, Lamoreaux, Russel, and Karp.

DIAGNOSIS IN THE CLASSROOM

Diagnosis in the classroom, like the weather, is something everyone talks about but on one (at least very few) does anything about. Gross and incomplete diagnostic programs have overburdened and frustrated teachers for many years. The changing role of the teacher to resource and consultant makes it mandatory that a solution to the problem of classroom diagnosis be found. The modern school with its philosophy of 'appropriate placement continuous progress' requires classroom management which results in the collection of data about individuals during the school day, not after the school day. The question is not one of diagnostic steps, procedures, or programs per se. The approach to diagnosis should be one of creating diagnostic experiences for individuals in a saturated environment emphasizing PROCESS. The teacher should function as a facilitator of learning while developing a diagnostic style. Strategies used by a teacher with a diagnostic style involve and/or include TRUST, REWARDS, MULTI-SENSORY ACTIVITY, MANIPULATION, RELEVANCE, AND PROCESS. All the elements which enable a teacher to develop a diagnostic style are found in a Classroom Diagnostic Test Center.

Suggestions for initial success in the establishment and use of a Diagnostic Test Center:

1. Begin in a small way. Select only a few instruments and try them with a few individuals. Experiment.
2. Create, identify, and label a specific test center with all its parts.
3. Use plastic pocket file folders in administering tests.
4. Give sub-tests only.
5. Make test sessions brief.
6. Correct immediately and enter data in a record.
7. Use your conference or unscheduled teacher time to study data.
8. Give student responsibility of keeping records.
9. Use the Test Center in the course of the day, not on top of it.

Assumption: Teachers who in any way identify and address specific strengths and weaknesses will create student gains otherwise not possible.

Diagnostic Devices

1. Standardized Tests (CRT)
2. Non-standardized Tests (CRT)
3. Formal Inventories
4. Informal Inventories
5. Checklists
6. Lang. Exp. Writing Samples
7. Word Lists
8. Games
9. Manipulatives
10. Jimmy's Word List
11. Mac Donald's Word List
12. Hop Scotch List

READING-LANGUAGE CAN DO'S

A Distillation for Any Level

1. Can classify objects, names, sounds, etc.
2. Can recognize sight words in a given set.
3. Can change the form of a word by adding a suffix from a given set.
4. Can identify the sounds in a given set.
5. Can make new words by substituting beginning sounds before phonograms.
6. Can arrange ideas and events in logical sequence.
7. Can identify the main idea of a paragraph or story.
8. Can state details.
9. Can use the antonym process.
10. Can use the synonym process.
11. Can use the homonym process.
12. Can use the compound word process.
13. Can use the contraction process.
14. Can use the punctuation process.
15. Can use the abbreviation process.
16. Can divide words into syllables.
17. Can make new words using <u>roots</u>, <u>prefixes</u>, and <u>suffixes</u>.
18. Can draw conclusions.
19. Can spell a list of words in a reading lesson.

SELF-EVALUATION - INSTRUCTIONAL AIDE

This form is for your personal use. You need not show it to anyone or share it if you do not wish to do so. If you use pencil the form may be used again and again. A blank space has been left for you to fill in if you like.

HOW ARE YOU DOING?	ALWAYS	USUALLY	SELDOM	NEVER
Do you communicate with your teacher about the students you work with and how they are doing?				
Are you regular in attendance and on time?				
Are you prepared for work by doing homework or reading extra materials?				
Do you attend training classes regularly?				
If you have a problem not directly connected with the teacher do you go to the principal and coordinator?				
Do you feel your time is well-spent at school?				
Is your appearance neat and clean?				
Do you follow the school rules - dress code - health regulations?				
Do you remember to have a sense of ethics when talking to others about your teacher and the children?				

SCHEME FOR DEVELOPING A DIAGNOSTIC STYLE

The student with his cognitive map of the real world

The resourceful teacher with objectives which help students expand their maps of the real world

Get Ready

What's it like in your world?

Use unconventional and creative ways to assess a student's achievement. Use games, manipulatives, language experience, and observations in a saturated enviornment.

Get Set

Because you know these things you are ready to learn these things. Let's begin at the concrete level.

Go

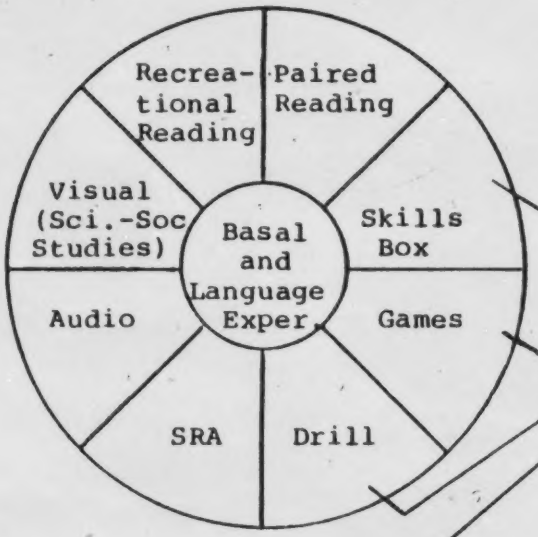
Now learning takes place when the learner touches, tastes, hears, smells and sees what is to be learned.

Be[illegible]e of the senses is made when students: sort, arrange, cla[illegible], match, sequence, pattern, alphabetize, organize, categorize, group.

WE LEARN WHAT WE BUMP INTO!

DIAGNOSTIC TEST CENTER IN THE CLASSROOM

The Classroom--One Model
Saturated Environment



Diagnostic Test Center

Sequence of Behaviors
Sel. of Instruments
Schedule of Conferences
Schedule of Testing
Style of Record Keeping

Record Keeping:

Teacher
Student

Categories of Reading Instruction

Word Power
Comprehension
Problem Solving
Study Skills
Concept Development

Instruments:

Intelligence tests
Oral reading tests
Reading readiness tests
Diagnostic reading tests
Reading survey tests
Checklists and rating scales
Informal inventories
Language experience writing samples
Special word lists (Dolch, Minn., etc.)
Creative thinking tests

Teacher Expectations:

Must be high

Case Study: A case study is a scientific, clinical, and professional technique which is used to explain the why's of where a child is in relation to what is expected of him. In addition, the case study contains the prescription(s) to create growth and change. Case study data include: intelligence and achievement scores, diagnostic test scores, personal data such as health, attendance and other CUM record information, learning and behavior checklist of strengths and weaknesses, family history and family interview information, special services inputs, and scores and scales from the selection of instruments listed above. Prescription and prognosis are followed by final evaluation.

Community Support

They might not need me; but they might
I'll let my head be just in sight;
A smile as small as mine might be
Precisely their necessity.

Emily Dickinson

COMMUNITY SUPPORT

Parent and community involvement in the school program is extremely important to the effectiveness of the reading/language arts program in meeting the needs of children; consequently, educators must take the initiative in seeking their support.
Educators can interpret the goals and philosophy and also explain the role of the parent in the program.
A major responsibility of reading/language arts resource teachers is to provide leadership in this important area.

Reading/language arts resource teachers can assist other staff members in helping parents to understand the demands schools make on children, the kind of home atmosphere the parent should create to stimulate their children's development, and the specific contribution that parents can make to the school's reading/language arts program. They can also introduce parents to a number of learning activities suitable for implementation at home.

Parents and community members should be made aware of the strengths and weaknesses of the reading/language arts program. As a result of this awareness, they will be able to identify with the program and will be more eager to become part of the team effort necessary to conducting a quality program.

PARENT INVOLVEMENT

The role of parents in affecting children's success in reading is becoming increasingly recognized. The following activities encourage parent participation:

1. Periodic conferences between the parent and teacher can keep parents informed on the progress of their children in reading/language arts. The parent can be told what steps are being taken by the school to develop reading/language arts competencies (Refer to Appendix - Suggestions for Effective Parent-Teacher Conferences)

2. Parents may be invited to visit classrooms to observe the reading/language arts program in action. After the visitations are concluded, parents can assemble for a coffee hour to discuss their observations with the principal and reading/language arts resource teacher.

COMMUNITY INVOLVEMENT

Other members of the community can make useful contributions to the reading/language arts program.

1. Senior citizens can be recruited to serve as "Grandparent Volunteers". They may tutor, read stories and share their own rich background of experiences with students.

2. High school and college students can be solicited to serve as tutors. Students often have free periods and are free to leave their own campuses if transportation is arranged.

3. Members of the community, who can spend an hour or a day giving students a deeper knowledge of their profession or hobby can be solicited to share their expertise with students. Their knowledge and special talents may be shared in such activities as:

   a. Career Day

   b. Special interest student groups and

   c. Specialized courses.

The reading/language arts resource teacher should keep in mind that no matter how well planned a program may be, if parents and members of the community are not involved, the program cannot progress steadily to success.

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Group Activities

Conferences involve only a teacher and one or both parents. However, there are many types of group activities through which parents may be informed and understandings developed. These group activiteis may be conducted at S A C and P.T.A. meetings.

Some types of activities which take place at group meetings are as follows:

Talks on Reading

A speaker talks on some aspect of reading, and the talk is followed by parent questions and discussion. The speaker may be a university or college professor who specializes in reading, a district or county consultant, the principal or resource teacher, the counselor, the school psychologist, the librarian or a parent or other prominent citizen who may have a worthwhile message to give about reading.

Some topics appropriate for such talks are:

1. How sound are the arguments of the critics concerning our present methods of teaching reading?
2. How is reading taught in our new plan (whatever the new plan is in the particular shcool--individualized instruction ungraded school, Joplin plan, integrated language arts plan, and so on)?
3. How can parents help the child with reading at home?
4. Where and how is phonics usually taught?
5. Why are experience charts used for beginning reading?
6. Should we teach preschool children to read?
7. Why don't the schools do more oral reading?
8. Why is it that many children are not learning to read well?
9. What about the new methods of teaching speed in reading?

Panel Discussions

Panel discussions may be conducted in which the panel consists of:

1. Resource teachers
2. Parents
3. Parents and teachers together
4. Pupils in more advanced grades
5. Special service personnel: reading consultant, librarian, school psychologist, guidance counselor, school nurse, and so on.

Demonstrations

Demonstrations of teaching methods with children never fail to evoke a high degree of interest. Demonstrations of reading methods may be conducted for a P.T.A. or S A C group. Demonstrations should be preceded with explanations and followed with discussion.
Demonstrations may be conducted by:

1. A resource teacher demonstrating with children procedures by which some aspect of reading is taught.

Demonstrations
(continued)

2. A parent demonstrating with her own child some effective procedure in regard to home reading.

Filmstrips and Recordings

Filmstrips can be very informative, especially when supplemented by explanations by the reading resource teacher.

Some filmstrips that are available in the district Media Center are as follows:

The Understanding Early Childhood Series: Parents' Magazine, 1973
5 filmstrips, 1 record, 5 guides in each set.

PREPARING THE CHILD FOR LEARNING.
How An Infant's Mind Grows, 60 frames
How the Young Child's Mind Grows, 52 frames
How Language Grows, 40 frames
Learning Every Day, 55 frames
Where Can a Young Child Learn? 88 frames
Catalog Number F-S-R-G-1589

THE CHILD'S RELATIONSHIP WITH THE FAMILY.
How A Child Sees Himself, 49 frames
Dependence Versus Independence, 50 frames
The Parent Is a Teacher, 60 frames
Forcing the Child to Fail, 47 frames
Learning From Our Children, 59 frames
Catalog Number: F-S-R-G-1590

THE UNDERSTANDING EARLY CHILDHOOD SERIES:
Parents' Magazine, 1973, 5 filmstrips, 1 record,
5 guides in each set.

THE CHILD'S POINT OF VIEW.
When Fantasy Is Reality, 45 frames
The World Is Alive, 42 frames
It Happened On purpose, 43 frames
What's In A Name? 42 frames
Communication Is An Investment, 57 frames
Catalog Number F-S-R-G-1591

THE DEVELOPMENT OF FEELINGS IN CHILDREN.
How Feelings Grow, 45 frames
How To Deal With Fear, 72 frames
Love and Joy, 53 frames
Anger and Sadness, 45 frames
Expressing Feelings, 46 frames
Catalog Number F-S-R-G-1588

Recordings and cassette tapes may be used at meetings with parent groups. Reading lessons dealing with phonics are very helpful.

SUGGESTIONS FOR PARENT EDUCATION

A close, helping relationship between parents and the school is one way of effecting improvement in children's reading ability. The reading/language arts teacher can play an important role in providing Parents with background in the teaching of reading as well as many specific suggestions for home activities which may reinforce reading skills being taught in school.

Activities to be implemented at home should be inexpensive, simple and not overly time-consuming. Parents should be given clear directions to facilitate their use with children.

The following pages are suggestions for parent education sessions. They were designed to promote discussions which will add to the parents understanding of the reading process and provide specific information on activities parents can conduct at home.

ARE THESE NECESSARY TO LEARN TO READ?

Is it necessary for your child to be able to do the following before he can profit from instruction in how to get meaning from the printed page?

	Yes, absolutely necessary	Perhaps necessary	No, not necessary
1. Recognizes adult authority and follows oral direction of adult			
2. Recognizes different and like pairs of pictures			
shapes			
letters			
words			
3. Draws a reasonably accurate stick figure			
4. Counts to 10			
5. Associates each numeral up to 10 with the quantity it represents			
6. Recognizes the first, second, third, and fourth item in a row of objects			
7. Traces a line with his finger from left to right			
8. Uses scissors to cut simple shapes			
9. Identifies pairs of words that sound alike			
10. Repeats new words of two or three syllables			
11. Works with small group of children his age, sharing materials and accomplishing a simple task on his own			
12. Identifies words by drawing lines between words appearing in phrases (the/big/cat)			

Are These Necessary To Learn To Read
(continued)

	Yes, absolutely necessary	Perhaps necessary	No, not necessary
13. Memorizes 4 line jingles.			
14. Recalls from stories read to him:			
main characters			
main ideas.			
conclusion.			
15. Recognizes red, blue, yellow, green			
16. Holds a pencil to make lines and circles			
17. Holds a book properly, turning the pages from front to back			
18. Sings the 8 tone scale			
19. Walks a balance beam			
20. Responds properly to such commands as *circle, check, underline, cross out, connect with a line*			

Are These Necessary To Learn To Read (continued)

ANSWERS

1. Necessary - Essential to the learning process.

2. Necessary - For pictures, shapes, and letters; perhaps necessary for words — depends on how early sight vocabulary is introduced.

3. Not necessary - Though generally considered to be an indication of general maturity.

4. Necessary - Children will often be asked to turn to a page signaled by a number.

5. Necessary - During reading instruction the child will often be asked to choose a quantity of something: books, words, number of sheep that were lost, etc..

6. Necessary - Children will often be instructed to *turn to the second page, mark the 3rd picture,* etc..

7. Necessary - This is one of the basic eye movements in reading.

8. Perhaps - If cutting is a task required in the reading program; e.g., *Cut out the pictures and arrange them in order.*

9. Necessary - Basic to the decoding skill of making initial consonant substitutions.

10. Perhaps - Auditory recall may contribute to vocabulary growth.

11. Necessary - Teachers expect children to be able to do this.

12. Necessary - The focus of units to be decoded are usually words and these must be isolated for the application of phonic principles.

13. Not necessary - Children will seldom be required to memorize any element of language larger than a word.

14. Perhaps - It would make it easier for a child to comprehend what he reads but it may be argued that ability for this type of recall is developed through reading — not before reading.

15. Perhaps - But only if colors are primary keys used in the reading program; i.e., *The red letters are upper case and the blue letters lower case.; Follow the green arrows.*; etc. (Colorblind children do learn to read.)

16. Perhaps - And usually so in that most reading programs integrate some kind of writing exercises or written responses.

17. Necessary - Ability to handle books properly essential for child to find the focus of instruction or to enjoy a book independently.

ANSWERS

18. Not necessary - Little relationship to what is required of a child in learning to read.

19. Not necessary - Though this, and other body movements such as jumping rope, show large muscle development and coordination. The relationship between body awareness and ability to learn to read remains speculative. Indeed, crippled children have learned to read with little difficulty.

20. Necessary - These are common directions used by a classroom teacher.

Encourage the parents to schedule a conference with their child's teacher for the purpose of determining:

- If their child is being exposed to reading readiness activities or whether he has begun to receive instruction in decoding or association symbols with sounds.
- How the teacher judges when a child is ready to profit from instruction in making symbol-sound associations. (Caution parents against assuming that chronological age alone is a valid indicator of their child being ready to learn to read.)
- If the teacher feels their child is making progress in mastering either the skills the teacher categorizes as being requisite to learning to read or the skills of reading.
- What materials their child is using.
- What activities the teacher recommends to be done at home to reinforce what she is doing in the classroom.
- If the teacher feels their child's hearing and vision are adequate.

HOW MUCH DO I KNOW ABOUT WHAT AND HOW MY CHILD IS DOING IN SCHOOL?

During the hours your child is at school he is involved in many different learning experiences. To help you in your understanding of this part of your child's life, answer these questions by placing a check in one of the columns.

QUESTION	YES	NO	SOMETIMES	WILL TRY
Do I know how my child gets to and from school, who goes with him, how long it takes him to arrive there and to arrive back home?				
Have I been to my child's school to see his room and meet his teacher?				
If a parent-teacher conference has been requested, have I attended, or made arrangements to attend?				
Do I ask my child questions about his school day, convincing him that I really want to be informed? .				
Do I encourage my child to do any homework that has been assigned, helping him if necessary?.				
Do I know about how well my child is performing in each of his subject areas? If not, do I try to find out where his strengths and weaknesses lie?. . . .				
Do I present a positive, enthusiastic attitude about my child going to school?				
Do I actively encourage my child to give each new activity a try, doing the best he can?				
Do I recognize that my child will have to make some mistakes as part of the learning process?. . . .				
Do I expect that all of my child's work and all his attitudes will always be perfect?				

How Much Do I Know About What And How My Child Is Doing In School?
(continued)

	YES	NO	SOMETIMES	WILL TRY
Have I asked the teacher how I can help my child with his reading at home?.				
Do I know what books my child likes to read and is able to read?				
Do I have an idea of what the teacher is teaching my child in mathematics, and of how I can help with this at home?.				
Do I watch my child when he is holding a pencil or crayon, to see how he is forming his letters and if his posture is erect?				
When my child asks me for help or advice, am I too busy to spend some time with him?				
When my child brings home his art work and other samples of his school-work, do I sit down with him and really look at the papers and listen to what he is telling me?.				
Can I "read between the lines" to know if my child is upset about something, even if he doesn't come out and say so?.				
Do I encourage my child to talk about his feelings?.				
Have I tried to attend PTA meetings at my child's school, where I can keep in close touch with the teacher and also talk with other parents?. .				
Have I provided a place in the house where my child can go to work on something that interests him, or just to be alone?.				
Does my child's work area have a desk, or a small table, and a chair?				

How Much Do I Know About What and How My Child Is Doing In School?

(continued)

	YES	NO	SOMETIMES	WILL TRY
Does my child have some basic materials to work with when he is feeling creative? (Scissors, paste, crayons, paper, pencils, a box of water color paints)				
Do I encourage my child to play games such as "Candy Land," "Lotto," and "Charades"?				

PARENTAL CONSIDERATIONS FOR IMPROVING A CHILD'S ABILITY TO LISTEN AND RECALL

	Already Do	Will Try	Improvement Noticed
• I get my child's attention before speaking to him.			
• When I give my child directions, I ask him to repeat them to me, to make sure he heard them correctly and understood them.			
• I give my child opportunities to answer the telephone, report who is calling and take a message.			
• As often as possible, I let my child go to the store to buy one or two things (with some older person along, at first).			
• I am helping my child to memorize his name, address, and phone number.			
• I often give my child a chance to repeat his name, address, and phone number, sometimes by just asking him, and sometimes by making up a little game, such as "What I would tell a policeman if I was lost."			
• As often as I think of it, I ask my child to recall what happened in school yesterday, in Sunday School last Sunday, in the movie he saw a few days ago, etc..			
• When I take my child to the store, or to the church, I ask him to recall the route taken, what the building looked like, and other descriptions of people and places he saw.			
• When we are riding in the car or on the bus, I ask my child to look for all the things he sees that begin with A, B, C, etc.. I ask			

Parental Considerations (cont'd)

	Already Do	Will Try	Improvement Noticed
him to look for and count all the blue cars he sees, all the school buses, etc..			
• Other things I do with my child to help him improve his looking, listening, and memory.			

CHECKLIST FOR GOING SHOPPING WITH YOUR CHILD

Before taking your child on a shopping trip, you can make the experience more meaningful to you both by reviewing the points that follow, and making a mental note of the ones that you feel are most important to you.

	YES	NO
• Have I explained to my child where we are going and what I expect to have him do?		
• Have I set the tone for a good time by creating an attitude of adventure?		
• Did I discuss with my child the amount of money he will be given to handle, and with what restrictions, before leaving for the store?		
• Have I given my child a small change purse or other suitable container for him to carry the money in himself?		
• Have I helped my child to have a respect for money: does he know that it doesn't "grow on trees," and that the supply is not unlimited?		
• Am I prepared to be patient with my child, as he perhaps makes unwise or impossible choices at first, realizing that sometimes the best way to learn is to make a mistake and be able to correct it?		
• Will I remind myself that the only way my child will really learn by this experience is to do the transacting all by himself, and will I try not to interfere? (Most store clerks, when they understand what you are trying to accomplish, will be cooperative).		
• Will I remember to praise my child for his efforts, pointing out the good things he did, rather than what he did wrong?		
• Have I remembered to caution my child that coins should be kept out of his mouth and ears, and that after he has handled money he should try to wash his hands before eating?		

LISTEN AND REPEAT

PURPOSE: To develop auditory (hearing) recall and discrimination. To develop the ability to put in order things that are heard, by listening alone, or by looking and listening.

HOW TO PLAY:

1. Tap on the table several times, using a certain rhythm (such as three slow taps, or four taps close together).

2. Ask the child to listen, and then to repeat the tapping pattern exactly as he heard it (the same number of times, and spaced the same way).

   - If this seems difficult for the child, tap on his hand or knee, so that he feels the taps and have him also tap on his own hand or knee, as he tries to repeat your pattern.

   - When using a hard surface, vary the sound by tapping loudly or softly, slowly or rapidly, etc..

3. Next, tap in an irregular rhythm (two loud, fast taps followed by three soft, slow taps, etc.).

4. Finally, when the child can do all of the above steps easily, vary both the sound and the rhythm (two loud, fast taps followed by three soft, slow taps, etc.). When the child has mastered the above, make the game harder and more of a challenge, by having the child turn his back to you, instead of watching you as you indicate the tapping patterns.

LISTEN AND DO

PURPOSE: To develop the ability to discriminate and recall what is heard.

REMINDERS: Make sure that the child does not talk while following instructions. If the child has difficulty following the instructions in the order given, ask him to say the instructions first, then carry them out.

HOW TO PLAY:

1. Give the child several oral instructions, one after the other, asking him to perform specific acts.

2. Give the directions to the child clearly, and begin with no more than three steps in an instruction. Example: *Walk to the table, pick up the red book, and take it to the chair.*

3. Continue to add instructions as the child is able to follow directions in the correct order and with no hesitation or confusion.

4. Reverse the procedure, having the child give you several orders. The child must then be able to judge whether you carried out the orders as he gave them.

FUN WITH THE SOUNDS IN WORDS

Here are several games that you can play with your child to help him establish associations between the sounds of speech and the symbols that are used to represent these sounds.

1. Prepare a set of 26 cards with one letter of the alphabet on each card. While sitting with your child in a room of your home, select a card, show it to your child and ask him if he can find anything in the room that begins with the sound represented by the letter. (s-sink, d-dish, etc.) If your child has been introduced to clusters of letters that are used to represent one speech sound (goat, chair) then prepare a second set of cards containing a number of these clusters to be used as a continuation of the game. Your second set of cards should include:

ch	th	bl	br	sc	spl	thr
sh	wh	cl	cr	sk	spr	tw
sc	ph	fl	dr	sn	str	
		gl	fr	sp		ea
		pl	gr	st	sk	oa
		sl	pr	sw		or
			tr			

There are other letter clusters but these are the ones most commonly found at the beginning of words. This game can also be played by asking the child to identify words that end with the sounds of the letters on the cards or have the sounds in the middle—"middle" being somewhat arbitrary. (table, butter, cat) Many of the vowels are found in the middle positions. The following letter clusters are frequently found at the end of words:

ay	ck	ng
ow	ch	
er	gh	

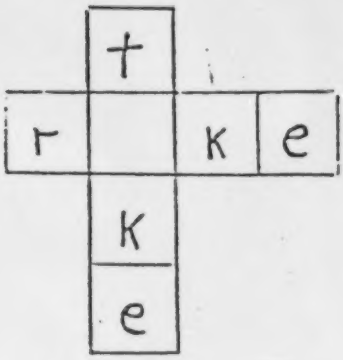
In playing this game, remember that certain letters and letter clusters represent more than one speech sound (cat, cent) and a certain speech sound may be represented by more than one letter or letter cluster (fish, phone). Therefore, when using cue cards containing such ambiguous letters or letter combinations be accepting of your child's responses. If f is the cue card and your child identifies phone as the object whose name begins with the sound that this letter represents, your response might be, *That's right, phone does begin like fish but this is how it is spelled.* (Write the word.) *What letters do we see here that represent the first sound you hear in phone?* In this manner a child's decoding and spelling skills are reinforced.

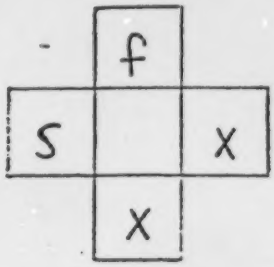
2. Children enjoy making up nonsense words and this interest can be capitalized on to reinforce both decoding and encoding skills. Ask your child to make up a "silly word" or to suggest to you the sound of something he hears — such as the drip of a faucet. If the child responds with *blip, blop,* then ask your child how he would spell these

Fun With Sounds and Words
(continued)

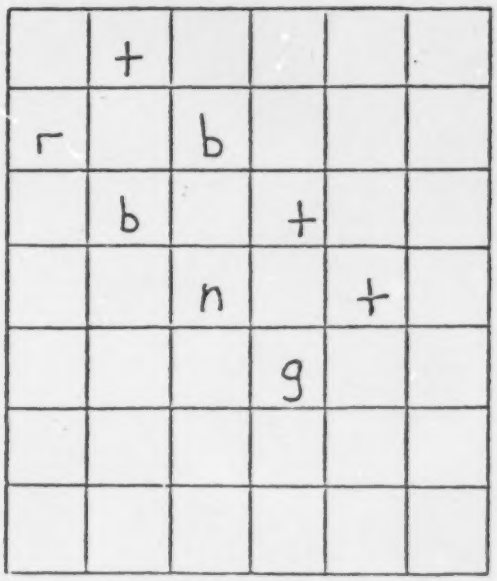
words. Or you may wish to show your child nonsense words (zuk, pid-pud, deng) and ask him to sound them out. In this activity, work with single syllable words before attempting words of greater length.

3. Construct for your child simple crossword puzzles such as the following:





Provide your child with a set of little square cards which contain the missing elements and ask them to place the key cards where they belong. In the samples shown above, the key cards should be a, e, i, o, and u. These puzzles should always be constructed to read from left to right and top to bottom only. Note that the last crossword puzzle is the type the child may continue to add onto himself, calling this his "u-vowel staircase."



REMEMBERING THE SEQUENCE OF EVENTS

PURPOSE: To help your child develop recall of a sequence of ideas presented in a story.

MATERIALS NEEDED: Lined paper, pencils, stories, comic strips, ingredients for baking a cake, seeds, or any other objects used to make something at home.

ACTIVITIES:

1. After you have finished telling your child a story or perhaps after reading a story, ask him questions such as, *What was the first thing John did when he saw that his dog had followed him? What did he do next?* etc..

2. After doing something at home which involved two or more steps, have your child tell you the correct order in which he did the activity. Such things as planting seeds, baking a cake, making a bed, and so on, would be suitable for this type of activity.

3. Having your child retell you a story you read or one which he heard at school, helps develop his skill in remembering a sequence of ideas. Make sure he tells them in the correct order.

4. An exciting activity would be to cut up the frames of your child's favorite comic strip, paste them on a card or piece of paper, mix them up, and have your child rearrange them in proper sequence.

VISUAL DISCRIMINATION ACTIVITIES

PURPOSE: An essential prerequisite to reading is seeing the difference between word forms and letter forms. This is referred to as visual discrimination because the child is asked to use his eyes to actually see differences between words and letters. You can guide your child in his awareness about words—their similarities and differences.

MATERIALS NEEDED: Paper, pencil.

ACTIVITIES:

1. Make up a list of words in a written series, such as:

   (man mother man man man)

   Have your child underline all the words in the row which are like the first word, man. A minimum of ten exercises of this nature would be appropriate. Remember to keep it as much like a game as you possibly can.

2. Make up two parallel columns of words, in which the same words are used but in a different order. Have your child draw lines connecting the like words in the two columns. Example:

boy	cat
mother	mother
cat	swim
dog	dog
jump	boy
swim	jump

3. Write up a list of 20 first names. Have your child underline all the names beginning with a letter you name.

4. Show your child a list of words without suffixes. In the second column, add suffixes to the words in the first column. (S, es, ing, ed, etc.) Have your child draw a line under the part of the second word that is like the first. Example:

walk	walking
talk	talked
run	running
fight	fighting

INCREASING SKILL IN HANDLING BOOKS

PURPOSE: To help your child develop skill in handling books during the prereading period. This skill may be developed through practice and also by parental example.

ACTIVITY: You should handle all books with care. Sit down with your child and draw up some guidelines for taking care of books. Let your child tell you what he thinks would be good rules to remember. Make up a list as you go along. here are some ideas that should be included:

1. Have clean hands when you handle a book.
2. Do not fold the pages of a book.
3. Do not put pencils or other objects in a book.
4. Do not write in a book.
5. Turn the pages of a book carefully.
6. Never eat messy or crumbly food while sitting over a book.

After you have developed this list, have him demonstrate the proper ways of holding a book. Also discuss keeping books neatly on a shelf or in an assigned place, out of the way of cats, dogs, and babies.

As a fun activity, make up a little man, shaped like a book and have him make the man come alive and tell you how he likes to be treated, and how he is treated.

CHECKLIST OF PREPARING FOR WRITING

1. Setting

   - Does my child have a set place he can go to when he wishes to write? His own desk or a table that will not be cluttered or in use by someone else?
   - Is the height of this desk or table and its chair such that his arms can rest comfortably on its surface and his feet on the floor?
   - Is the surface on which he will be writing fairly smooth? Free of cracks or lines?
   - Is there adequate lighting available and is it positioned so as not to cast a shadow on the paper?

2. Materials

   - Will this writing station be equipped with:
     - Oversized pencils which are easier for the child to grasp and which are superior to ball point pens in that their contact with the paper results in greater friction and thus better control?
     - Tablets of lined paper, 8½ x 11 inches?
     - A box of large diameter crayons of just six or eight colors?
     - Scissors with blunt ends?
     - A roll of masking tape?
     - 3 x 5 or 5 x 8 cards?
     - Soft rubber erasers?
     - Models of proper letter formations?
     - A wastebasket?

"OUT, OUT"
by
Robert Frost

The buzz-saw snarled and rattled in the yard

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

Were not the one dead, turned to ther affairs.

Look for Added Meaning

The title is an allusion to a famous passage in Shakespeare's Macbeth. Does the passage help you to understand what the poem means?

Out, out, brief candle!
Life's but a walking shadow, a poor player,
That struts and frets his hour upon the stage
And then is heard no more. It is a tale
Told by an idiot, full of sound and fury,
Signifying nothing.

In teaching poetry, the poem may be discussed on three levels: the surface, the subsurface, and the in-depth. The surface level of a poem is its direct translation - the story line. The subsurface connotes something beneath the conscious level; getting to the roots and digging deeper. The in-depth study has implications which suggest the deepest type of probing, not only delving into darkness or evil depths, but paradoxically, digging deep down into a level of meaning which draws from literary knowledge and inferences.

ACTIVITY

Here are two poems by Robert Frost which might be used to apply this formula. Try discussing each poem from the three different levels, and have students write out or list the inference on one side of the paper and the key words that provide the clue to the inference on the other. Be sure to stress that students must be careful not to stray too far from the reasonable implications.

THE ROAD NOT TAKEN
by
Robert Frost

Two roads diverged in a yellow wood,

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

And that has made all the difference.

INFERRING FROM CONTEXT

A proverb is a short saying that has been used for many years to teach a lesson. The same lesson may be taught by two or more proverbs. Below is a list of proverbs. Find the ones that teach the same lesson. Number them the same. Cross out each proverb which has no match in the list. On the other side of this paper, explain briefly the lesson each set of proverbs attempts to teach.

_____ Do not judge a book by its cover.

_____ An ape in silk is still an ape.

_____ Every cloud has a silver lining.

_____ As the twig is bent, the tree's inclined.

_____ Hunger is the best sauce.

_____ Beauty is only skin deep.

_____ Have two strings to your bow.

_____ Birds of a feather flock together.

_____ Beware of overworking a willing horse.

_____ April showers bring May flowers.

_____ The best defense is an offense.

_____ Do not carry all your eggs in one basket.

_____ An empty vessel makes the most noise.

_____ A tiny leak will sink a great ship.

_____ Rats desert a sinking ship.

_____ Don't bite the hand that feeds you.

_____ Take the bull by the horns.

_____ Don't let the grass grow under your feet.

_____ Actions speak louder than words.

_____ A king unlettered is a donkey crowned.

_____ All that glitters is not gold.

_____ The losing horse blames the saddle.

_____ You can't teach an old dog new tricks.

PROVERBS
(continued)

_____ The snappish cur always has torn ears.

_____ It's an ill wind that blows no one any good.

_____ Few are the friends of adversity.

_____ A rat that has but one hole is soon caught.

_____ A man is known by the company he keeps.

_____ Barking dogs seldom bite.

_____ The bottom of a lighthouse is very dark.

_____ One man's meat is another man's poison.

_____ A good example is the best sermon.

_____ Great oaks from little acorns grow.

_____ It's a long lane that has no turning.

_____ Do not put off until tomorrow what can be done today.

_____ Look before you leap.

_____ A stitch in time saves nine.

_____ Every man to his trade.

_____ Necessity is the mother of invention.

_____ An ounce of prevention is worth a pound of cure.

_____ Nothing succeeds like success.

_____ The cobbler should stick to his last.

_____ Let thy discontents by thy secrets.

INFERRING FROM CONTEST

In this story you will find the evidence for each statement listed below the story. After each statement, write the evidence. The ideas must be from the story. Lengthy answers may be completed on the other side of the page.

TIM'S CORNER

Tim was practically a normal boy. At twelve, Tim felt slightly neglected but not rejected.

An injured leg kept him apart from the crowd. Not exactly apart, but always a hesitant shuffle behind.

The youngest of five children, he was used to it. He was served last at the table; he was last in the bathroom; he was last into the car and last out. He was last to grow up to a used bicycle or to grow into an old suit.

When the gang was out riding, Tim's rusted, patched-up bicycle couldn't keep up. When they walked, Tim's ill-concealed handicap kept him to the rear. He didn't complain; he apparently didn't mind. He just couldn't catch up.

Then school. Tim's eyes gleamed with pride when he won his white belt and the post at Water and Vine as a school safety patrol memeber. An automobile had played a bitter part in the drama of his young life, but Time didn't say, "Look what an automobile did to me; do you want the same thing to happen to you?" Instead he said, "I'll watch the automobiles. You watch me."

People, both schoolmates and older folks, listened and obeyed as Tim commanded respect with his directions. His good nature made street crossing a pleasure. Tim was a landmark. The sign, "Water and Vine," was still high on the pole, but the corner had lost its identity. Tim was walking taller than that sign these days. This was now "Tim's Corner."

A stranger looking for the Post Office was told to go to Tim's Corner and turn left. The railroad station was a block to his right.

Yes, this was Tim's Corner and he was always last to leave. He was used to being last. He like it that way.

1. Tim's injury resulted in a permanent disability.

2. Tim ignored his handicap and wanted others to ignore it, too.

3. The teachers considered Tim a trustworthy person.

4. Tim's parents were thrifty rather than indigent.

5. Tim deemed it an honor to be a member of the school safety patrol.

6. Tim had reason to feel slightly neglected but no reason to feel rejected.

7. Being last was an asset in only one part of Tim's job as safety patrol member.

8. The author influences the reader to feel sympathy and admiration for Tim.

9. The author tells the story in a mixed time order.

10. Certain of the following adjectives do not describe Tim as the reader has observed him in this story: immature, reliable, plucky, resentful, caustic, amiable, irascible, affable.

INFERRING FROM CONTEXT

In this story you will find the evidence for each statement listed below the story. After each statement, write the evidence. The ideas must be from the story. Lengthy answers may be completed on the other side of the page.

MONT BLANC

At last the day had arrived for our trip into the majestic French Alps to view Mont Blanc. It was a dismal day and the air was thick with heavy fog which pressed hard upon the spirits of our small group as we silently filed into the station. After the usual language difficulties, which suspiciously allowed us time to purchase souvenirs, we were ushered out into the misty morning toward a concrete loading platform. There a single cable car was swinging slowly in the chill air.

The bright red car had glass on all sides and even on top, enabling us to see the large pulleys and dark, oily cables. It had no benches, so it was 'standing room only' as each of our group of fourteen travelers pushed his way into the swaying car.

The clang of the heavy door was still ringing in our ears as the car gave a heave and began its pull up the mountain. It was a steady, rocking chair ride which provided a slight thrill at each cable post. Here the car would slowly rise as it approached the crossbar, pause, and then sag downward in the slack of cable toward the next pole.

After several thousand feet we broke into clear sky, leaving beneath us the dense fog that clung to the foot of the mountain. Far out on the valley floor the sun and shadow made a paint-pot of color with greens, yellows, and browns interrupted by small patches of lakes. Beyond the valley another mountain range rose abruptly, its greens and browns a darker, almost violet hue where a broad, blue-white glacier split the mountain.

We climbed higher and higher, noisily pointing out various views when suddenly we entered the fog again. It was as if a train had entered a long, dark tunnel.

There was nothing to see, nothing to say, and nothing to do. We waited silently for the car to pass on through the fog to the clear sky above. We waited while droplets of water formed on the windows and the only sound was the dull creaking of the pulley above us. The silence was almost screaming when, suddenly, the air was clear and pure, deep-blue sky surrounded us. High above us loomed the glistening white dome of Mont Blanc.

1. The cable car was not self-propelled.

2. The travelers believed the weather would be a threat to their plans.

3. None of the travelers spoke French fluently.

4. A taut cable or a rusty one was considered a hazard.

5. Tall towers were spaced at regular intervals on the mountain slope.

6. The fog was not widespread.

7. To appreciate the description, the reader must use several senses.

8. The author uses two different figures of speech within one paragraph to make the description more vivid.

9. The air surrounding the peak of Mont Blanc was more frigid than that aobut the car.

10. This trip did not take place during the winter.

INFERRING FROM CONTEST

In this story you will find evidence for each statement listed below the story. After each statement, write the evidence. Use the words of the story or your own words. The ideas must be from the story. Lengthy answers may be completed on the other side of the paper.

TUNNEL HOAX

Uncle Joe chuckled as he heard the title of the TV movie announced. "London Express!" he mused aloud. "That brings back memories." He kept on chuckling and grinning.

Aunt Florence was curious but patient. She knew that another of her husband's tales about his tour of duty in England was imminent.

Uncle Joe began, "On one of my leaves, I decided to go to London. At noon, I caught the London Express. It was crowded except for one first-class compartment occupied by two elderly ladies. I smiled and sat down on the seat facing them.

It was obvious immediately that the ladies resented my intrusion. They said nothing, but their mouths became slits. They pointedly placed their crocheted reticules between them on the seat and promptly turned into prim, impassive mutes.

Several times I attempted to open conversation but was ignored. At first I was irked, but as several hours passed in silence, I became amused. This was stretching conventionality needlessly. I was certainly harmless. Or was I?

I had an idea. I recalled that on the outskirts of London we would pass through a short tunnel. I laid my plans.

As soon as our coach had been swallowed by the tunnel, I stood up and tiptoed loudly in place. Then I raised my hand to my lips and kissed it with several loud smacks. Next I tiptoed some more and then sat down hurriedly. The train emerged from the tunnel. Both ladies eyed me questioningly.

Almost at once the station was announced. I rose, bowed graciously, and cooed, "I do not know to which of you charming ladies I am indebted for that fervent embrace but I do thank you."

With that sally I left, but not before I had seen the startled ladies glaring at each other suspiciously."

1. Likely Uncle Joe was in uniform for his trip to London.

2. This was not Uncle Joe's first trip to London.

3. Uncle Joe was stationed more than fifty miles from London.

4. The ladies mistrusted Uncle Joe.

5. The length of the tunnel was vital to the success of the prank.

6. Uncle Joe's entering the compartment could not be considered an intrusion.

7. The ladies were sitting far apart during the trip.

8. Uncle Joe is not the only storyteller.

9. The ladies showed evidence of having lived a life that was sheltered from the public.

10. Only some of the following adjectives describe the ladies as observed in this episode:

loquacious, modish, decorous, prudish, and affable.

INFERRING FROM CONTEXT

In this story you will find evidence for each statement listed below the story. After each statement, write the evidence. Use the words to the story or your own words. The ideas must be from the story. Lengthy answers may be completed on the other side of this paper.

THE BROTHERS

They're both dead now. They were brothers. One was a painter and the other a doctor.

The painter was convinced that he had genius. He was arrogant, irascible, and vain. He despised his brother as a phillistine and a sentimentalist. But he had earned practically nothing and would have starved except for the money his brother gave him.

The strange thing was that, though bearish and uncouth in manner and appearance, he painted pretty-pretty pictures. Now and then he managed to have an exhibition and always sold a couple of canvases. Never more.

At last the doctor grew conscious o' the fact that his brother was not a genius after all, but only a second-rate painter. It was hard for him after all the sacrifices he had made. He kept his discovery to himself. When he died, he left all to his brother.

The painter found in the doctor's house all the pictures he had sold to unknown buyers for twenty-five years. At first he couldn't understand. After thinking it over, he hit upon the explanation: the cunning fellow wished to make a good investment.

1. No one acclaimed the painter as an artist.

2. The doctor had not become wealthy.

3. Strangers likely would have thought the doctor the more cultured of the two brothers.

4. The doctor gave evidence of being forbearing and tactful.

THE BROTHERS
(continued)

5. The doctor had at least two reasons for believing that his brother was not an artist.

6. The painter had ample time to prove that he was a genius.

7. The painter respected his brother at least once.

8. The doctor was truly a sentimentalist.

9. The painter believed that his brother had little interest in cultural activites.

10. The author labeled the painter as arrogant and vain. The story substantiates that opinion.

11. The doctor's gallery probable was acquired for an unusual reason.

PICTURE INFERENCES

What are the political inferences regarding this picture? Check those answers which apply.

_____ The round table places no one in a position of power.

_____ Those delegates with microphones are in charge.

_____ These are all political figures who are important.

_____ No one is welcome outside the circle.

_____ The conference is friendly.

Picture 1 Picture 2 Picture 3

What do you see in these pictures? Do you just see a tree without leaves, or do the leafless trees themselves show a particular feeling?

MATCH the number of the picture with the statement about it.

_____ Barren and sad, the old tree drooped its branches to the earth.

_____ The stately tree stood tall and lifted its graceful arms skyward.

_____ The ghostly tree at the top of the hill, clawed its evil branches at the merciless wind.

Words that INFER or give the feeling of being different, may have the same basic meaning. This brings out the connotative meaning.

INDICATE the number of the picture next to the word that infers a similar feeling.

1. ____ lowly	6. _____ ghastly	11. _____ desolate
2. ____ regal	7. _____ clawing	12. _____ dismal
3. ____ scary	8. _____ sullen	13. _____ pinnacle
4. ____ lofty	9. _____ skeleton	14. _____ eerie
5. ____ weeping	10. _____ timid	15. _____ tired

1

UNDERLINE or select the statement that best describes the speaker's personality.

a) Joan is unhappy because she must accompany younger children to the museum.
b) Joan feels awkward because she is taller than her friends.
c) Having taken an art class recently, Joan feels superior to her friends.

APPENDIX C

Rating Scales, Miscellaneous Forms, and Check Lists

Purpose

To assist teachers in determing effectiveness of instruction or inservice processes.

Explanation

For purposes of self assessment and impact of methods and materials on a given day or through a particular process, teachers need guidelines or means of assessing impact upon instruction. The following rating scales, miscellaneous forms and checklists have been provided for this purpose.

COMPTON UNIFIED SCHOOL DISTRICT
Division of Educational Services: Department of Instructional Services

Observation Checklist: Reading-Language Arts

School _____ Grade ____ Room ____ Teacher _____

Directions: Please check ✓ the appropriate area if the desired situation exists. In areas not checked indicate Unobservable as UO, or Not Applicable as NA. If none of the above apply indicate ?/C, which means Questions/Comments, and list quesitons/comments on the back of this checklist.

A. Classroom Environment
- ___ 1. An attractive, eye-appealing, functional environment.
- ___ 2. Display of students' work.

B. Evidences of Following The Basal's Teaching Sequence
- ___ 1. Preparing for Reading
- ___ 2. Reading and Discussing
- ___ 3. Teaching Reading/Language Skills
  - ___ a. Basic Reading Skills
  - ___ b. Application of Basic Reading Skills
  - ___ c. Understanding Sentence Structure
  - ___ d. Enriching Language Experiences

C. Evidences of a Balanced Reading Program Beyond the Basal
- ___ 1. Corrective/Remedial Reading as Necessary
- ___ 2. Functional/Content Reading (science, social studies, etc.)
- ___ 3. Recreational Reading (fiction and non-fiction)
- ___ 4. Enrichment Reading (creative drama, choral speaking, poetry, literature, etc.)

D. Classroom Management - Student Groupings
- ___ 1. One-to-one (student/teacher, aide/student, student/student)
- ___ 2. Small Groups (3-7 students)
- ___ 3. Large Groups (8-12 students)
- ___ 4. Total class

E. Classroom Management - Record Keeping
- ___ 1. Informal Reading Inventory
- ___ 2. Tests for Basic Reading Skills Pupil Booklets
- ___ 3. Class Record Form
- ___ 4. Cummulative Individual Reading Record Folder
- ___ 5. Assessment Tests
- ___ 6. Student Reading Skills Management Cards
- ___ 7. Class Profile - Language
- ___ 8. Individual Student Profiles - Language

F. Writing Activities
- ___ 1. Story Illustrations
- ___ 2. Composing

G. Learning Centers
- ___ 1. Learning Objectives Visible
- ___ 2. Materials Appropriate for Learning Objectives
- ___ 3. Directions for Students Visible
- ___ 4. Student Tracking Sheets, etc.

Signed: _____ Date _____
(Observer)

VGB:mc
4/78

A CHECKLIST FOR EVALUATING CLASSROOM

ORGANIZATION FOR TEACHING READING

STUDENT CHARACTERISTICS

Physiological

Do pupils have sufficient opportunities for movement? ____

Are special sensory needs of pupils met? ____

Social

Are students' group roles clearly defined? ____

Is student-direction of learning situations encouraged? ____

Affective

Is a reasonable opportunity of success ensured? ____

Is stigmatization avoided? ____

Can the varied interests of students be met? ____

Cognitive

Are the experience background of students utilized? ____

Can differing rates of learning be provided for? ____

Are pupils able to exchange opinions regarding selections? ____

Educational

Are planned experiences to meet specific skill needs possible? ____

Are sufficient opportunities provided for diagnosis? ____

INSTRUCTIONAL GOALS

Word Recognition

Are a variety of word recognition methods practiced? ____

Is accuracy of word perception facilitated? ____

Comprehension

Are inferential as well as literal skills facilitated? ____

Are exchanges of critical judgements encouraged? ____

Appreciation

Are students' reading interests broadened? _____

Are students' reading attitudes and habits improved? _____

Rate of Reading

Is flexibility of rate encouraged? _____

Is pressure to maintain a group standard of rate avoided? _____

Oral Reading

Is a reasonable balance maintained between oral and silent reading? _____

Are meaningful alternatives to round-robin reading provided? _____

Content Area Reading

Are the various study skills practiced? _____

Is there opportunity for students to apply what they have read? _____

IMPLEMENTATION

Teacher Personnel

Is teacher expertise maximally utilized? _____

Are teacher preferences and interests considered? _____

Data Collection

Can adequate samples of students' reading behavior be obtained? _____

Can information regarding growth in specific skills be obtained? _____

Scheduling

Is scheduling simplified? _____

Can flexibility of instructional time be maintained? _____

Materials

Can a variety of materials be employed? _____

Are the requisite materials within the school's financial resources? _____

Reference:
Mac Ginite, Walter H., Assessment Problems In Reading, Newark, Delaware: International Reading Association, 1973

THE FOLLOWING CHECKLIST PERMITS TEACHERS TO RESPOND TO THE IMPACT AN INSERVICE DAY HAS HAD ON THEIR METHODS AND MATERIALS. THIS CHECKLIST MIGHT ALSO BE USED BY TEACHERS FOR THE PURPOSE OF SELF-ASSESSMENT

INSERVICE PARTICIPANTS OPINION CHECKLIST

DIRECTIONS: Please express your opinion to the following questions by placing an X in the appropriate column.

	Not at All	Very Little	Some	Considerably
1. How much has the inservice day contributed to your ways of varying your instructional patterns?	____	____	____	____
2. How much has the inservice day contributed to your knowledge of additional materials for use in your classes?	____	____	____	____
3. To what extent has the inservice program stimulated a reevaluation of your teaching goals?	____	____	____	____
4. To what extent has the inservice program contributed to your knowledge of how to design skills instruction for actual needs of your students?	____	____	____	____
5. How much have you gained in your knowledge of special instructional techniques which can be utilized in your classes?	____	____	____	____
6. How much has the inservice program increased your knowledge of ways to utilize children's existing interests to build involvement in your classes?	____	____	____	____
7. To what extent has the inservice program motivated you to spend more time in preparing for your classes?	____	____	____	____

	Not at All	Very Little	Some	Considerably
8. How much has the inservice program contributed to your awareness of ways of providing for individual differences?	____	____	____	____
9. To what extent has the inservice program contributed to your understanding of means of evaluating individual progress within your classes?	____	____	____	____

READING PROGRAM TEACHER SELF-ANALYSIS GUIDE

DIRECTIONS: Please rate your confidence in the following areas of reading instruction.

As a teacher of reading, I:	No confidence				Total confidence
1. can explain the reading process and the basic goals and objectives of a reading program;	1	2	3	4	5
2. know and can describe essential and specific reading skills and abilities required for efficient reading;	1	2	3	4	5
3. can delineate the developmental sequence of reading abilities, K-8;	1	2	3	4	5
4. use a developmental-diagnostic-prescriptive approach to reading instruction;	1	2	3	4	5
5. have assisted the school in developing common goals and objectives for the reading program;	1	2	3	4	5
6. use formal and informal tests and observations to aid in meeting the pupil's skill needs;	1	2	3	4	5
7. utilize appropriate techniques for assessing reading growth in relation to pupil needs;	1	2	3	4	5
8. use the IRI as a means of identifying strengths and weaknesses in pupil's reading;	1	2	3	4	5
9. utilize informal skill assessment every two or three weeks;	1	2	3	4	5
10. frequently administer and analyze interest inventories which can be used as a basis for instruction and motivational reading activities;	1	2	3	4	5
11. interact frequently with each child about his recreational reading and encourage informal pupil discussion sessions concerning reading activities;	1	2	3	4	5

		No confidence				Total confidence
12.	gear my reading instruction to individual pupil skill needs;	1	2	3	4	5
13.	know the progress of each pupil in my reading class in relation to those reading skills and abilities which he should have learned and have a written system which summarizes the progress;	1	2	3	4	5
14.	maintain a grouping system for reading instruction which is temporary and flexible and which avoids the typical high, average, and slow classification;	1	2	3	4	5
15.	utilize weekly the following grouping alternatives;					
	a. Skill grouping	1	2	3	4	5
	b. Interest and motivational grouping	1	2	3	4	5
	c. Individualization	1	2	3	4	5
	d. Paired pupil learning grouping;	1	2	3	4	5
16.	encourage independence in reading pursuits through the use of:					
	a. Reading-learner center	1	2	3	4	5
	b. Programmed learning	1	2	3	4	5
	c. Reading skill packets	1	2	3	4	5
	d. Pupil self-evaluation techniques;	1	2	3	4	5
17.	have developed a system for using parents or others paraprofessionals in my reading program;	1	2	3	4	5
18.	know the interests of each child and utilize this knowledge in individual pupil planning;	1	2	3	4	5
19.	assist pupils immediately when they need help with reading activities;	1	2	3	4	5

	No confidence				Total confidence
20. provide a balance of reading instruction in essential reading areas - word recognition, comprehension, study skills, and affective reading;	1	2	3	4	5
21. would classify my reading class as both goal-directed and creative;	1	2	3	4	5
22. am knowledgeable enough about the following reading methods to be able to use them effectively in my reading program:	1	2	3	4	5
a. Language experience	1	2	3	4	5
b. Phonetic approaches	1	2	3	4	5
c. Linguistic approaches	1	2	3	4	5
d. Comprehension - emphasis approach	1	2	3	4	5
e. Literature - based approaches;	1	2	3	4	5
23. have keyed supplementary reading materials to specific reading objectives and abilities;	1	2	3	4	5
24. use more than one approach to reading instruction;	1	2	3	4	5
25. utilize several times weekly the directed reading lesson format for skill instruction;	1	2	3	4	5
26. have exciting, lively, and motivational daily reading lessons;	1	2	3	4	5
27. use several times weekly the following language arts activities as a means of motivation for reading and as a basis for reading skill development:					
a. Creative writing	1	2	3	4	5
b. Creative drama	1	2	3	4	5
c. Creative oral language - debates, discussions, forums, etc.	1	2	3	4	5
d. Creative art	1	2	3	4	5
e. Creative children's literature	1	2	3	4	5

		No confidence				Total confidence
28.	have pupils reading material which is related to their life interests;	1	2	3	4	5
29.	avoid the excessive use of worksheets, workbooks, written assignments, etc.;	1	2	3	4	5
30.	encourage pupils to initiate reading - learning activities;	1	2	3	4	5
31.	encourage daily free, independent, recreational reading;	1	2	3	4	5

COMMENTS:

CHECKLIST -A FOR TEACHING READING
AND LANGUAGE, GRADES 1, 2 and 3*

Matching Instructional Inputs With
The Evaluation Instrument

	Yes	No
1. My students are learning to read sentences with understanding.	[ ]	[ ]
2. My students are learning to read paragraphs with understanding.	[ ]	[ ]
3. My students are learning to read long passages with understanding.	[ ]	[ ]
4. I teach problem solving of the following type:		

Make a big X on the box that goes best with the word or sentence.

fly	cat	bird	dog
I went for a ride.	boy swimming	boy walking	car

5. Words, sentences, paragraphs, and pictures of approximately 100 items from the child's world at home and at school are used to create teaching surfaces in my classroom.	[ ]	[ ]
6. Descriptive words and illustrations of all the basic human feelings are part of my classroom environment.	[ ]	[ ]
7. Multiple forms of words are taught in my classroom. (Example endings: ing, ed, ly, s, er, est, and others)	[ ]	[ ]
8. The synonym process is taught regularly in my classroom. (How many words say the same thing?)	[ ]	[ ]
9. The homonym process is taught regularly in my classroom.	[ ]	[ ]
10. The antonym process is taught regularly in my classroom.	[ ]	[ ]
11. My students are learning all the beginning sounds. (I provide distractors which begin the same way as a required word. E.g., help, horse, and heart all begin the same way but the teacher asks for just one: horse.)	[ ]	[ ]
12. My students are learning all the short vowel sounds.	[ ]	[ ]

*Deals with COOP Reading Test reading definition and processes. Comprehension specifics not addressed by this checklist.

		Yes	No
13.	My students are learning the blends.	[ ]	[ ]
14.	The diagraphs are part of my instructional program.	[ ]	[ ]
15.	Frequently I provide students with distractors at the beginning of a word or at the end of a word (e.g., ending: watch and hatch--two different sounds).	[ ]	[ ]
16.	Structural analysis skills (ing, ly, ed, plurals, singular) are part of my instructional program.	[ ]	[ ]
17.	My students are learning all of the phonograms with beginning consonant and blends substitution.	[ ]	[ ]
18.	Frequently I drill students with words and pictures. I say a word and the students must select the correct picture. There are distractors.	[ ]	[ ]
19.	I dictate sounds, meanings, and syntax daily to teach specific listening skills.	[ ]	[ ]
20.	My students are learning all the good-manners words and illustrations.	[ ]	[ ]
21.	The Dolch list is a source of daily drill:		
	At the sight-word level	[ ]	[ ]
	At the spelling level	[ ]	[ ]
	At the sentence-writing level	[ ]	[ ]
	At the multiple-forms level	[ ]	[ ]
	At the synonym level	[ ]	[ ]
	At the antonym level	[ ]	[ ]
	At the homonym level	[ ]	[ ]
22.	Classification is a major reading and language activity in my saturated classroom.		
	E. G.: animals, fruits, vegetables, trees, silent-letter words, colors, seasons, shapes, family, relatives, birds, meals, manners, parts of the body, days of the week, toys, adjectives, verbs, weather, number words, time, transportation	[ ]	[ ]
23.	Pets and other animals of the world (wild and domestic) are part of my saturated classroom environment (presented in numerous forms [pictures, etc.]).	[ ]	[ ]

		Yes	No
24.	All the question words and their meanings are part of my instructional program.	[ ]	[ ]
25.	Sentences and pictures with sound-alike subjects (toy and top) and words of comparison (big, little) are regular practice items in my classroom.	[ ]	[ ]
26.	Problem solving with sentences and pictures is a skill I teach. The sentence says, "John's skates have straps on them but no laces," therefore it fits picture No. ___. (Three choices) One or two initial clue words are given and another word makes the difference (provides the final clue). The skates with the straps (2 have straps; 1 does not) <u>without</u> the laces are the ones I want.	[ ]	[ ]
27.	Word power (from the many word lists posted in my classroom) leads to phrase power, which leads to sentence power, which leads to paragraph power in my classroom.	[ ]	[ ]
28.	Phonogram and phonogram-like structures are taught regularly in my program. uilt ilt ouse eight ain aint oint oil eak ought ound	[ ]	[ ]
29.	I conduct regular syllabication drills for one-syllable and two-syllable words.	[ ]	[ ]
30.	Sentence subject concept and predicate concept for use in problem solving in reading are part of my instructional program. (The subject may stand out while the clue is in the predicate.)	[ ]	[ ]
31.	My students are learning the long vowel sounds.	[ ]	[ ]
32.	I teach the compound word <u>process</u>.	[ ]	[ ]
33.	I teach the contraction <u>process</u>.	[ ]	[ ]
34.	I have a checklist of skills (minimal and maximal) for each student. My daily planning is based upon the checklist(s).	[ ]	[ ]

MEASUREMENT OF STUDENT GAINS

Measurement in any discipline should be considered relative to short term gains and long term gains. Small instructional segments and separate categories of instruction yield short term gains. Examples of short term reading gains categories are: word power (How many new words do you know? At what level[s] do you know these words?), phonics, structural analysis, and to some degree the comprehension category. Short term gains yield diagnostic and/or achievement data.

Long term gains resulting from instructional inputs are not so much a result of separate categories but are more the result of a total experience where terminal objectives are achieved. A total reading test, for example, requires a totally functioning individual to demonstrate a composite of skills coupled with sensitivities and feelings and values and attitudes.

Short term gains reflect growth in segments of instruction while long term gains reflect growth in the entire system of instruction.

It is appropriate to measure short term gains daily, weekly, and in short time periods up to a partial semester.

Scheme for Teacher Direction in Measuring Short term Gains

Device	Response	Score	Gain
Teacher-made test Criterion based reference test	Oral, written	Raw (number right)	Increase in number right
Special word lists (Gates, Harper Row, math, etc.)	Oral, written	Raw	Increase in number right
Old Ginn, Scott-Foresman or Weekly Reader tests (use parts only)	Written	See test manual or just count number right	Increase in raw score (also see manual)
Old standardized tests out of use (Stanford Achievement, California Achievement, etc.) (Sub tests only)	Written	See manual or just use raw score	See manual
Readers Digest Skills Builder tests	Written	Raw	Increase in number right

Device	Response	Score	Gain
My Own Dictionary		Observation of dictionary itself and use of same	
My Own Writing Book		Observation of writings	
Text selection	Oral	Use various criteria and note page numbers	

Test a random sample of the class if you don't have time to test everyone.

To get a group "picture" compute mean raw scores.

Use a profile:

> Teachers: Design your own individual profile form for each student based upon your Stull Bill commitment which is already in print. You can show growth on such a profile. The ultimate individualization in your classroom can be depicted best on a profile you design and use.

A CRITERION REFERENCE TEST
FOR ANY LEVEL
Comprehension Skills

A. Sequence

Teacher: Select a story at the instructional level. Teach the basics to prepare the students for independent reading. After the independent reading, do the following:

Select two paragraphs and prepare three sentences for each. Ask the students to number the sentences sequentially as they happened in each paragraph.

B. Detail

Read a paragraph orally from an instructional level story. Ask the students to answer "yes" or "no" to a list of four written sentences pertaining to details in the paragraph. Ask the students to do the same thing after reading another paragraph silently.

C. Main Idea

Read a paragraph orally from an instructional level story. Ask the students to select the correct main idea from among three possibilities which you will read.

Ask the students to do the same thing after reading another paragraph silently.

After reading another paragraph orally, ask the students to select from among three main idea titles the title which describes most or all of the sentences.

D. Definitions

Give the students a series of word definitions (10) from an instructional level story. Ask the students to select the word that fits each definition.

E. Conclusions

Select two paragraphs from an instructional level story. Read the paragraphs orally. Stop reading the paragraph before the conclusion. Ask the students to select a logical conclusion for each paragraph.

F. Story Recall (reconstruction)

Read a short story from an instructional level book. Ask the students to retell the main details of the story in proper sequence. (6 details)

TEST ANXIETY SCALE

		YES	NO
1.	Do you worry when the teacher says that she is going to ask you questions to find out how much you know?	____	____
2.	Do you worry about being promoted, that is, passing to the next grade at the end of the year?	____	____
3.	When the teacher asks you to get up in front of the class and read aloud, are you afraid that you are going to make some bad mistakes?	____	____
4.	When the teacher says that she is going to call upon some students in the class to do math, do you hope that she will call upon someone else and not you?	____	____
5.	Do you sometimes dream at night that you are in school and cannot answer the teacher's questions?	____	____
6.	When the teacher says that she is going to find out how much you have learned, does your heart begin to beat faster?	____	____
7.	When the teacher is teaching you about math, do you feel that other children in the class understand her better than you?	____	____
8.	When you are in bed at night, do you sometimes worry about how you are going to do in class the next day?	____	____
9.	When the teacher asks you to write on the blackboard in front of the class, does the hand you write with sometimes shake a little?	____	____
10.	When the teacher is teaching you about English, do you feel that other children in the class understand her better than you?	____	____

	YES	NO
11. Do you worry more about school than other children?	_____	_____
12. When you are at home and you are thinking about your math for the next day, do you become afraid that you will get the answer wrong when the teacher calls upon you?	_____	_____
13. If you are sick and miss school, do you worry that you will do more poorly in your schoolwork than other children when you return to school?	_____	_____
14. Do you sometimes dream at night that other boys and girls in your class can do things you cannot do?	_____	_____
15. When you are at home and you are thinking about your English lesson for the next day, do you worry that you will do poorly on the lesson?	_____	_____
16. When the teacher says that she is going to find out how much you have learned, do you get a funny feeling in your stomach?	_____	_____
17. If you did very poorly when the teacher called on you, would you probably feel like crying even though you would try not to cry?	_____	_____
18. Do you sometimes dream at night that the teacher is angry because you do not know your lessons?	_____	_____

IN THE FOLLOWING QUESTIONS THE WORD "TEST" IS USED. WHAT I MEAN BY "TEST" IS ANY TIME THE TEACHER ASKS YOU TO DO SOMETHING TO FIND OUT HOW MUCH YOU KNOW OR HOW MUCH YOU HAVE LEARNED. IT COULD BE BY YOUR WRITING ON PAPER, OR BY YOUR SPEAKING ALOUD, OR BY YOUR WRITING ON THE BLACKBOARD. DO YOU UNDERSTAND WHAT I MEAN BY "TEST"--IT IS ANY TIME THE TEACHER ASKS YOU TO DO SOMETHING TO FIND OUT HOW MUCH YOU KNOW.

	YES	NO
19. Are you afraid of school tests?	_____	_____
20. Do you worry a lot before you take a test?	_____	_____

	YES	NO
21. Do you worry a lot while you are taking a test?	____	____
22. After you have taken a test do you worry about how well you did on the test?	____	____
23. Do you sometimes dream at night that you did poorly on a test you had in school that day?	____	____
24. When you are taking a test, does the hand you write with shake a little?	____	____
25. When the teacher says that she is going to give the class a test, do you become afraid that you will do poorly?	____	____
26. When you are taking a hard test, do you forget some things you knew very well before you started taking the test?	____	____
27. Do you wish a lot of times that you didn't worry so much about tests?	____	____
28. When the teacher says that she is going to give the class a test, do you get a nervous or funny feeling?	____	____
29. While you are taking a test do you usually think you are doing poorly?	____	____
30. While you are on your way to school, do you sometimes worry that the teacher may give the class a test?	____	____

SELF ESTEEM INVENTORY

Please mark each statement in the following way:
If the statement describes how you usually feel, put a check (✓) on the line under the column "LIKE ME."
If the statement does not describe how you usually feel, put a check (✓) on the line under the column "UNLIKE ME." Use No. 2 pencil.

		LIKE ME	UNLIKE ME
1.	I spend a lot of time daydreaming.		
2.	I'm pretty sure of myself.		
3.	I often wish I were someone else.		
4.	I'm easy to like.		
5.	My parents and I have a lot of fun together.		
6.	I never worry about anything.		
7.	I find it very hard to talk in front of the class		
8.	I wish I were younger.		
9.	There are lots of things about myself I'd change if I could.		
10.	I can make up my mind without too much trouble		
11.	I'm a lot of fun to be with.		
12.	I get upset easily at home.		
13.	I always do the right thing.		
14.	I'm proud of my school work.		
15.	Someone always has to tell me what to do.		
16.	It takes me a long time to get used to anything new.		

SA	A	U	D	SD	10.	Staff members understand what it is like to be a student here.
SA	A	U	D	SD	11.	I'm just one of a big crowd here. Nobody really deals with me as a person.
SA	A	U	D	SD	12.	The teachers and administrators are afraid to let kids deal openly with controversial, important issues.
SA	A	U	D	SD	13.	The student newspaper represents most student views.
SA	A	U	D	SD	14.	The adults in this School really seem human.
SA	A	U	D	SD	15.	There are too many rules and regulations for students in this School.
SA	A	U	D	SD	16.	Adults in this School are really pretty honest in their dealings with kids.
SA	A	U	D	SD	17.	It wouldn't matter to me whether I went to this School or some other school.
SA	A	U	D	SD	18.	People in this School care about helping each other.
SA	A	U	D	SD	19.	Teachers here are better than they are in other schools I've attended.
SA	A	U	D	SD	20.	Students have a lot to say about how the School is run.

INDIVIDUALIZED PROGRAM

Purpose: To provide the teacher with a variety of ways to guide the student toward responsibility for his own learning.

Description: A variety of techniques are used to motivate and evaluate the progress of students toward self-direction. Rating scales, checklists and questionaries are some of the more commonly used strategies.

Barbe Reading Check List

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

Barbe, Walter B. Ph. D., and Ingrahan, Phoebe Bell, "Reading Skills Check List and Activities," The Center for Applied Research in Education, Inc., West Nyack, New York, 10994
Examples: PPS. 18,19,22,23,24,25, 26,27,28,29,30

The following pages have been removed due to copyright restrictions.

pages 217-218--Class Record of Reading Skills; Second Level.
page 219--Barbe Reading Skills Check List; Readiness Level.
page 220-- " " " " " ; First Grade Level.
page 221-- " " " " " ; Second Grade Level.
page 222-- " " " " " ; Third Grade Level.
page 223-- " " " " " ; Fourth Level Reading Skills.
page 224-- " " " " " ; Fifth Level Reading Skills.
page 225-- " " " " " ; Sixth Level Reading Skills.
pages 226-227--Barbe Reading Skills Check List; Advanced Level.

Walter B. Barbe, Honesdale, Pa. 18431

TEACHER INTERVIEWS (SPRING)

Name of Teacher _____

Date _____

Grade _____

1. Do some children profit more from individualized instruction than others?

_____

2. Are you able to keep track of all your students' progress?

_____

3. What percentage of the students are self-directed and enthusiatic about learning?

_____

4. Have you had an opportunity to modify the original progress? How?

_____

5. How effective was your program this year? very effective effective some what effective ineffective
Explain _____

_____

_____

6. Did your students progress more this year than last year? If not, why? _____

_____

7. If you used interpersonal communications strategies was there an appreciable change in students' attitudes?

_____

_____

TEACHERS INTERVIEWS (FALL)

Teacher Name----------
Date----------
Grade----------

1. How do you feel about your role in an individualized program? _____

_____

_____

2. What in your opinion constitues an effective individualized program? _____

_____

_____

3. Do certain kinds of students profit more that others from this kind of instruction?

_____

4. How effective do you think you will be in an individualized program?_____

_____

_____

5. Are your students capable of assuming responsibility for their own learning?

_____

6. Do you have sufficient materials to develop effective teaching strategies for students?_____

7. At the end of the year, have your students progressed more as a consequence of your program ?_____

8. Have you considered using interpersonal commmunications strategies with your students?_____

_____

EVALUATING INDEPENDENT OR INDIVIDUALIZED READING

In order to cover all reading skills and to make an adequate check on comprehension, a variety of approaches should be used from day to day to evaluate independent or individualized reading. The following suggestions are but a few of those possible. A combination of 3 or 4 questions each from the areas of "Evaluating Comprehension" and "Evaluating Skill Development" should be used orally with each child, varying the combination each day for best results. (Any can be adjusted to apply to either a single story or complete book.)

EVALUATING COMPREHENSION

1. What part of _____ did you like best? Why? Tell me about it.
2. Was there anything you did not like about this _____ ? Why?
3. Can you name the characters in this _____ ?
4. Which character did you like best? Why? Least? Why?
5. Which person seemed most interesting to you? Why?
6. Was there any person that you did not like? Why?
7. Was there something someone did that you did not feel was right? Why?
8. Who was the most important person? Why?
9. Can you tell what happened that seemed to make a change in the people or events?
10. What kind of a person was _____? Tell me 3 words that would best describe him. (kind, ruthless, lovable, studious, generous, etc.)
11. What are some descriptive words that would tell what kind of book this is without telling the story? (exciting, adventure, love, interesting, nature, etc.)
12. Summarize the story you read.
13. Do you think others would enjoy this? Why?
14. Are there any changes that you think should be made or that you would like to make in this story?
15. Is this story true, fictional, informative, etc.?
16. What type of book would you say this is? (reader, collection of short stories, biography, fiction, etc.)

Evaluating Skills (cont.)

18. What is a compound word? Was there one used in this story?

19. On page _____, there is a big new word. Can you find two little words in it? Can they help you to know the big word?

20. What is the name of this chapter? How can this help you in reading? What page did it start on? What part of the book can help you in finding the page of a certain chapter?

21. Who is the author of this book? Why is this important to know? How can this help you in the future?

22. What words did you have trouble in pronouncing? What part of a book can help you find the meaning and/or pronunciation of words you don't know? What is it called?

EVALUATING SKILL DEVELOPMENT

1. What new words did you find in this story? What do they mean?

2. Which page or story did you enjoy reading most? Can you read a part of it for me?

3. On page _____, there are two words that rhyme. Can you find or "frame" them?

4. On page _____, there are two new words that have the same beginning sound. Can you "frame" them?

5. Did you find any new punctuation marks in this story? What were they and how were they used?

6. What word was used to describe the way _____ felt when _____ happened? What are some other words that could be used in its place?

7. On page _____, the word _____ was used. There is another word that sounds the same but is spelled another way. What do we call these words? Can you name some other homonyms?

8. What was the synonym used in this story that means _____?

9. Why were quotation marks used for _____ on page _____?

10. What were the picture or context clues that helped you guess what was going to happen next in this story?

11. Can you find the part in this story that told _____? Read it to me.

12. What new word in this story had a long vowel sound? (or short).

13. In this story, there was not enough space for the whole word at the end of the line (or page). How did you know this was only part of a word? What is it called? Why was the word divided in this special way? Are there other ways it could be divided? What do we call this part of a word?

14. On what page did this story begin? Is there a part of the book that could tell you this? On what page will the next story begin? How can knowing this be of help to you?

15. On page _____, _____ was a new word. How many parts (or syllables) are there? What is the root (or base) word? How do these letters (or prefix or suffix) change this word?

16. What can you tell me about the author of this book?

17. On page _____, there is a new word that is used. What part of your book will help you in finding out what it means?

Date _____ Student _____

CHECK LIST OF TEACHER OBSERVATION OF READING

(Check)

A. Reading Attitude:

_____ 1. Withdraws from reading

_____ 2. Seems nervous, tense, insecure

_____ 3. Reads with false confidence, as if it were easy

_____ 4. Does not pay attention

_____ 5. Lacks interest

_____ 6. Lacks perserverance

_____ 7. Fails to associate what he reads

_____ 8. Gives up easily with his own experience

B. Physical Reading Habits:

_____ 1. Points when reading

_____ 2. Moves his head

_____ 3. Moves his lips

_____ 4. Holds book at wrong angle or distance

_____ 5. Loses place while reading

_____ 6. Poor posture and position while reading

_____ 7. Frowning, excessive blinking, scowling, squinting or other facial distortions while reading

C. Rate and Comprehension:

_____ 1. Reads slowly, word by word

_____ 2. Does not remember what he reads

_____ 3. Does not seem to understand what he reads

_____ 4. Shows no expression on his face while reading

_____ 5. Reads rapidly, skipping or mispronouncing unfamiliar words

D. Oral Reading:

_____ 1. Poor phrasing and emphasis

_____ 2. Reads in monotone

_____ 3. Reads in higher pitched voice

_____ 4. Voice low and indistinct

_____ 5. Slurred enunciation

E. Pronunciation and Word Recognition

_____ 1. Substitutes quickly and proceeds with reading

_____ 2. Studies word carefully and aloud

_____ 3. Uses configuration only

WEEKLY PLAN

Week_____

STUDENT AGREEMENT

This week I agree to master the following objectives:

1. _____ 6 _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

Student's Signature_____

Teacher's Signature_____

THREE-WEEK PLAN

STUDENT PROGRESS REPORT

NAME _____ DATE _____

	PLANNED WORK	WORK COMPLETED	PRESENT CONTRACT
MON.			
TUES.			
WED.			
THURS.			
FRI.			

	PLANNED WORK	WORK COMPLETED	PRESENT CONTRACT
MON.			
TUES.			
WED.			
THURS.			
FRI.			

	PLANNED WORK	WORK COMPLETED	PRESENT CONTRACT
MON.			
TUES.			
WED.			
THURS.			
FRI.			

A. My work habits for the past three weeks were:
   1. Excellent 2. Very Good 3. Good 4. Poor

B. My work performance for the past three weeks in math was:
   1. Outstanding 2. Very Good 3. Good 4. Needs Improvement

C. List three things that would help to improve your math performance next week.

1. _____
2. _____
3. _____

MONTHLY PLAN
STUDENT PROGRESS REPORT

A. NAME _____
B. PROJECT TITLE _____
C. GENERAL OBJECTIVES:
DURING THE NEXT FOUR WEEKS I WILL COMPLETE THE FOLLOWING TASKS:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

D. MATERIAL NEEDS:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

E. DAILY PROGRESS RECORD:

DATE	PLANNED ACTIVITY	WORK COMPLETED	TIME
MON.			
TUES.			
WED.			
THURS.			
FRI.			
MON.			
TUES.			
WED.			
THURS.			
FRI.			
MON.			
TUES.			
WED.			
THURS.			
FRI.			

STUDENT QUESTIONAIRE

Name _____ Date _____ Time _____

1. What was the first thing you did today?

   Task _____

2. Who decided you had to do the task?

   Teacher _____ I (student) _____ Others _____

3. Can you decide what you want to do next? (Use only if response is teacher or other or preceding questions.

   Yes _____ No _____

4. What are the things you did have to do today?

   _____

   _____

5. How do you know what? (What you did have to do.)

   _____

   _____

6. What is a contract for? (ticket, agreement, whatever is used).

   _____

   _____

7. Do you finish everything on your contract (ticket, agreement) mean?

   Yes _____ No _____

8. If answer to # 7 was no, then ask this question - Why not?

   _____

9. What happens if you don't finish everything that you are supposed to do by the end of the day?

   _____

10. What does an X

    _____

11. What are things that you do in this room that are assigned by the teacher? (Prompt to get at least three examples.

    1. _____

    2. _____

    3. _____

Student Questionaire
(continued)

12. What are things that you do in this room that are assigned by the teacher? (Prompt to get at least three examples)

    1. _____

    2. _____

    3. _____

13. Do you think you are a hard worker? Yes _____ No _____
14. How do you know that you are a hard worker (or not a hard worker)?

    _____

    _____

15. Which way do you like better, when you have to do reading with everyone else at the same time, when the teacher tells you to, or when you can decide for yourself when you want to do reading or math or exploratory work during the day?

    _____

    Self Schedule _____ Block Schedule _____ Why? _____

16. How do you feel when you get all the work on your contract (ticket, agreement) done?
    Positive _____ Negative _____ Other _____
17. How do you feel if you don't get all your work done by the end of the day?

    Positive _____ Negative _____ Other _____

    Why? _____
18. What are you going to do now when you go back to the room?

    _____

SCORING RULES FOR THE STUDENT QUESTIONAIRE

A. Knowledge about one's own learning

Item Number	Answer	Score
1	Named task	1
4	Named task	1
6	Given accurate explanation	1
9	Given reasonable explanation	1
10.	Given accurate explanation	1
12.	Given example explanation	1
18	Task names	1

Note: Give zero for 'no answer' or 'don't know'

B. Sense of self control over learning environment

2	Student	1
	Teachers - Others	0
3	Yes	1
	No	0
5	Student ticket	1
	Teacher	0
11	Tasks named	1
15	Good explanation	1

C. Evaluation

7	Yes	1
	No	0
8	Adequate and appropriate explanation	1
13	Yes	1
	No	0

Evaluation

(continued)

14	Adequate Explanation	1
16	Adequate Explanation	1
17	Adequate Explanation	1

D. Additional Information

15a	Preferred Self Schedule	1
	Preferred Block Schedule	0
16a	Positive	1
	Negative	0

Developed by: Wang, Margaret and Stiles, Billie

NAME _____ DATE _____

ORAL READING SELF EVALUATION

Select something to read.

Tape your reading for one or two minutes.

Then listen to your tape.

Complete the following:

After listening to the tape I made I think that I need to . . .

(Check those things you feel that you need to work on)

_____ Select easier reading materials.

_____ Read smoother.

_____ Pause after periods.

_____ Pause after commas.

_____ Read slower.

_____ Read with more expression.

_____ Read louder.

What else can you do to improve your reading?

_____

_____

_____

_____

_____

Do you think that your reading (oral) has improved since the last recording you made?

Yes ___ No ___

In order to help you better assess the extent of individualization in your classroom and schedule your time in the future, the following can be used by you periodically to review your progress.

TEACHER SELF-CHECK

INSTRUCTIONS: After three classes check those activities that you scheduled and completed.

ACTIVITY	DATES					
	Sch.	Com.	Sch.	Com.	Sch.	Com.
Large Group Discussions						
Small Group Discussions						
Partner Study						
Independent Study						
Curriculum Counseling						
Tutoring						
Behavioral Modification						
Student Observation						
Unscheduled Student Assistance						

Comments:

ASSESSING DEVELOPMENT
OF
STUDENT SELF-MANAGEMENT SKILLS

WHO TAKES THE RESPONSIBILITY FOR DECIDING:

TASK	TEACHER	STUDENT	BOTH
1. What to do when you first come into the class.			
2. What you will be doing during the afternoon.			
3. What objectives are to be included on your Progress Report.			
4. The "Completion Date" for your objectives.			
5. What activities you will complete for each objective.			
6. What instructional materials to use for completion of activities.			
7. How to identify and locate instructional materials.			
8. Where to go if you need help.			
9. What to do next if the teacher is busy.			
10. What to do with instructional materials not being used.			
11. How to arrange for a group discussion.			
12. When curriculum counseling is necessary.			
13. If you can help another student, whether to provide this help.			

TASKS	COMPLETED
14. Be prepared for change-of-pace activities. Learning to be self-directed requires a great deal of teacher assistance, support, and patience.	
15. Discuss procedures for getting into group discussion.	
16. Review alternative procedures for classroom management with students.	
17. You may have the following activities going on simultaneously: . Orientation packets. . Achievement packets. . Teacher-prepared activities. . Reviewing A/V equipment. . Curriculum Counseling. 18. Review procedures for overnight use of instructional materials.	
19. Review procedures for students beginning work without teacher direction.	
20. Determine if you are going to require mastery of certain objectives for the course. 1. Schedule and participate in group discussions. 2. Find materials. 3. Determine work areas. 4. Find peer tutors. 5. Know how to get teacher help for test, tutoring, counseling.	

STUDENT SELF-MANAGEMENT FORM

The Student Self-management Form is an instrument used to determine the amount of time a student demonstrates self-managed vs. unmanaged behavior (i.e., disturbing other students, not returning materials, random behavior, etc.).

The teacher selects five students and observes and tallies related and nonrelated behavior. Thirty seconds is a sufficient interval for each observation of any one of the selected students. They should be observed in the same sequence for twenty to thirty minutes. Every thirty seconds you observe one of the students and tally a mark for him.

Teacher _____ Date _____

Time Began _____ Time End _____

NAME	1	2	3	4	5
	Demonstrating Self-managed Behavior	Demonstrating Unmanaged Behavior	TOTAL TIME		RELATED / Total
			Related	Unrelated	Ratio
JOHN	𝍸 𝍸 𝍸 𝍸	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸	20	40	$\frac{20}{60} = \frac{1}{3} = 33\%$
SUE					
BILL					
TOM					
ICK					

APPENDIX D

"HELPING YOUR CHILD IN READING"

(An excerpt taken from Supervising the Reading Program-Appendix A)

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SUGGESTIONS FOR EFFECTIVE

PARENT-TEACHER CONFERENCES

Parent-teacher conferences are usually held two or three times each year. Additional conferences may be held at the request of the parent or teacher.

Following are some suggestive preparations essential to a good conference:

1. Study and evaluate all tests and records of the pupil concerned.
2. Collect samples of work done by pupil.
3. Decide on the comments and suggestions to be made to the parent.
4. Establish the purpose of the conference:
   to report progress, to discuss specific problems or needs, to explain strengths or weaknesses, to interpret school policy.

At the time of the conference it is important that:

1. A good rapport between parent and teacher is established.
2. The atmosphere be relaxed and friendly.
3. Emphasis on some positive qualities of the pupil be made.
4. Any negative report of pupil's progress be substantiated by test records, samples of work and teacher observation.
5. Conferences end on a constructive note.

Strengthen parent-teacher conferences by focusing attention on methods and suggestions on how the home and school can plan together to help pupils measure up to their abilities.

Reading Activities and Games for Traveling and Home

1. Have your child listen to jingles, nursery rhymes, and TV advertisments and repeat them. Say them with him several times before asking him to say them alone. Make a game of seeing how many you can start and he can finish.

2. Give a series of three or four instructions and see if he can remember them and do them in order. Choose simple ones like: Get a spoon, turn around, flip on the light, and touch your toes. Adapt the number of instructions according to the child's ability. Do this with the whole family and see how many instructions each member can perform in perfect sequence.

3. Cut up newspapers or magazines. Find alphabet letters of all different shapes and sizes. Paste them on a paper grouping all the letters of one kind together in alphabetical order. They could also be grouped by upper and lower case letters. Another activity is to find words that the child can read, such as 7-Up, Pepsi, Kellogg's, DatSun, etc.

4. Play "I see Something" this is especially good while traveling. Say: "I see something that starts with an 'h'. What is it?" Whoever says that it is a house gets to think up the next riddle using another beginning sound. For variation say, "I see something that rhymes with - - - " or give a clue by saying, "I see something that moves very slowly."

5. Have the child name and classify objects and activities. Have him name all the fruits he can, then all the vegetables he can, then furniture, animals, cars, toys, and sports. Have him talk about mother's activities, father's activities, and his own activities.

6. Have your child give the opposite of words you say, such as black, uncle, open, stand, come, day, etc.

7. Tap on the table several times. Your child is instructed to listen, count mentally, and then tell the number of your taps. If he has difficulty tap on his hand or knee so he feels the taps as he counts. You might also clap rhythm patterns and see if he can clap them in return. Vary the tapping or clapping by making it loud, soft, slow, quick, and irregular in rhythm.

8. Have your child dictate a short story to you. It should be only two or three sentences. Help him to read it back to you. Then see if he can read it by himself.

9. Make a game for verbs - - walk, run, hop, work, play, etc. Question your child about what a boy can do, a mother, a dog, a tractor, a peach, etc.

10. Make a game for adverbs. Walk quietly, quickly, slowly, sadly, noisily, happily, etc. Speak angrily, loudly, haughtily, ferociously, etc.

11. Play the game of Password. It can be bought at any toy store or you can make up your own game.

How to Read a Book With your Child

1. FIND A BOOK the child is interested in - let him pick it out, if possible.

   a. If it is too difficult for him to read, you read it to him. Let him talk about the pictures.

   b. If he misses three or more words per page you might offer to keep the story flowing by reading every other page, paragraph, or sentence.

   c. If it is too easy, let him read it anyway to build fluency and confidence.

2. ENCOURAGE HIM TO READ to grandparents, little brothers and sister, neighbor children, and, of course, you and your spouse.

3. Generally JUST TELL HIM WORDS HE DOESN'T KNOW . Sometimes you might ask him to look at the first letter of the word and tell you what sound it makes, and see if that clue helps him identify the word. Resist the temtation to say things like "You knew that word yesterday, why don't you remember it?" or "You're not trying."

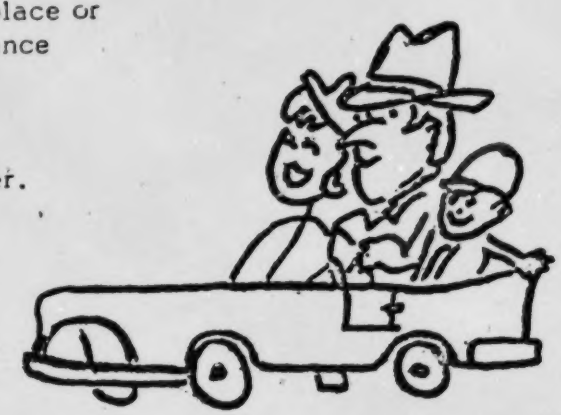
4. DISCUSS THE STORY. Ask him questions like "What would have happened if . . . . ?" or "Why do you think Jerry did that?" in addition to factual questions. Ask questions that make him give more than "yes or "no" answers.

5. PRAISE YOUR CHILD lavishly for his progress. Look for things on which to sincerely compliment him like remembering a new word, pronouncing a word correctly, completing a story, recognizing a difficult word, being attentive, reading with expression, etc.

TIPS FOR PARENTS -

On Helping Children To Be Better Readers

1. Give your child some of your undivided attention each day.
   a. Listen (really listen) to him/her.
   b. Take him/her someplace or share a new experience together.
   c. Read together.
   d. Play a game together.



2. Help your child to have a positive self image.

   a. A happy home where love is expressed helps your child to feel secure.
   b. A child tends to become what you say he is-- accentuate the positive.

3. Remember that your behavior teachers. Limit TV viewing and give reading and learning an important place in your family life.

CONSEJOS PARA LOS PADRES

PARA AYUDARLES A LOS NIÑOS ESTUDIAR Y LEER MEJOR

1. Dele a su hijo un tiempo del dia especialmente para el con toda la atención de Ud.
   a. Póngale mucha atención.
   b. Llévelo a un lugar diferente para que el tenga una nueva experiencia.
   c. Léan juntos.
   d. Juégen juntos.

2. Ayúdele a su hijo tener un imagen positivo del mismo.

   a. En un ambiente donde hay mucho amor expresado, se le ayuda a su niño sentirse mas seguro.
   b. El estudiante propende ser lo que Ud. dice de el--acentué lo positivo.

3. Acuérdece que su conducta es un ejemplo. Póngale límite al tiempo de ver el televisión, y dele mucha importancia en la vida de familia a la lectura y en aprender.

Dear _____

I want to be a Super Summer Student! Could you please help me to do some READING and WRITING at home this summer?

I really need to practice my skills so that I won't forget! I want to do these things:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thanks for your help!

_____

Dear Parents,

One of the most important things you can do to help your child succeed in school is to show him you think books and reading are special. Children will consider important what their parents consider important, so if you approach reading and books with genuine enthusiasm and interest, chances are your child will respond the same way.

Your example is the most important factor. Examine how you feel about the printed word. Do you enjoy reading? Do you approach books, magazines, and the daily newspaper with eagerness and curiosity? Do you share what you read with other members of the family?

Reading is vital to your child's success in life. Read a story or poem to him every day or two, or simply spend a few minutes each day looking through a book or magazine together. You'll be amazed at how much your child learns and how much you both enjoy this time of being together.

Sincerely,

LEARNING PACKAGES FOR PARENT INVOLVEMENT

According to Hofmiester and Reavis a learning package is defined as a systematized way of delivering content and process to learners. It is compact, portable and simple in both form and material and can be used as a meaningful way of involving parents in the remediation process.

Skill development is one of the most appropriate areas for the utilization of these packages. For example, increasing sound and word recognition rate after symbols and words have been introduced but the rate of recognition is not sufficient for fluent blending or reading; or increasing spelling accuracy after initial recognition and comprehension concepts have been taught.

Hofmeister and Reavis state that first of all it is necessary to identify students in need of remediation. Second, parents should be contacted personally or by letter. This initial contact should include:

a. a direct an unalarming statement of the child's problem
b. an offer to involve the parents in the remediation if the parent is willing and
c. an estimate of the cost in time to the parents. The estimate should be as specific as possible, e.g., 5 to 10 minutes per session.

Suggested components for a typical package might include:

a. materials for direct teaching by parents
b. materials for parent-supervised practice by student
c. resource meaterials, e.g., games to support teaching and practice materials
d. materials for monitoring of pupil progress and
e. feedback sheets to send back to the school.

The authors advise that in preparing the directions for use of teaching and practice materials, child management skills should be built into the package. The failing child will often present a behavior problem, and training in management skills will be both welcome and necessary for effective operation of many packages.

The monitoring procedures built into a package are critical to the effective functioning of the package. A simple graphing procedure using tasks against a time base is an ideal monitoring method. The monitoring serves two major purposes:

a. it proves the evaluation necessary because of the absence of the teacher and
b. it supplies the student and parent with observable evidence of progress and hopefully, some reinforcement for the effort being expended.

Learning Packages for
Parent Involvement
(continued)

The Special Education Instructional Technology Project chose the area of math combinations to develop prototype packages. After development and formative evaluation, a random placement was made of 153 screened children into experimental and control groups.

The difference in post test scores was in favor of the experimental group and was significant at better than .05 level on both the California Achievement Test (1970) and a criterion test. These gains were achieved after one month treatment period. A second post test one month later suggested these gains were being maintained.

How....

Potpourri of

for the

Resource Teacher

SUMMARY REPORT
Miller-Unruh Reading Specialists
Sept. 1976-April 15, 1977

TO: Mr. Dredd
FROM: Miller-Unruh Specialists
RE: Summary of Activities

I. FALL TESTING 1976

A. Gave Entry Level Tests to 1st grade. Cleaned tests, banded tests, took tests to Testing Office.

B. Distributed tests to 1st, 2nd, and 3rd grades: proctored; did make-up tests; cleared the booklets; banded booklets.

II. MILLER-UNRUH PRE-TESTING TO DETERMINE READING LEVEL

A. Tested all 1st grade students and all 2nd and 3rd grade students reading one grade level below. Used the M.U. Quick Assessment Tests and Wide Range Achievement Test.

B. Each teacher received an Individual study copy of the Student Skills Progress Profile (developed by M.U.) on which test results were recorded, along with WRAT score.

III. MATERIALS FOR SPRING TESTING

A. Prepared practice testing materials for the 1st, 2nd, 3rd, and 4th grades based on CTBS formats.

B. Each teacher received a packet of tests and related Thermofax Masters.

IV. ROOM ENVIROMENT

A. Assisted teachers to upgrade room enviroment in accordance with list prepared by Roosevelt Support Team.

B. A criteria form for observing physical classroom environment which was developed by the Support Team was given to each teacher to help her assess her needs.

C. Assistance was given to each teacher based on help requested; bulletin boards, centers, Piramid testing and record keeping, etc.

V. READING CENTERS WORKSHOP PROJECT

A. The model reading centers were set up: one for K-3 and one for 4-6. They were developed to aid teachers to improve room environment and to provide ideas for individualzing instruction. Kinds of centers, schedules, and contracts were emphasized.

B. Teachers in K-3 received packets in the following areas; 1) Dictionary Skills work cards, 2) Comprehension work cards and sheets, 3) Listen Activities Kit, and 4) Syllabication Kits and Manuals.

C. Teachers in grades 4-6 were given above materials and Homonyms and Antonyms work cards.

D. Examples of centers were demonstrated, such as: a) bulletin board centers, b) floating centers, and c) stationary centers.

E. Progress profile folders incorporating all 4 areas (Syllabication, Listening, Comprehension, and Dictionary Skills-Homonyms/Antonyms) were developed. The teacher in whose room the center was established received a folder for each student. All teachers were given a sample folder.

F. Different kinds of schedules were presented (about 7).

G. Mini-contracts were explained to the teachers.

VI. TUTOR PROGRAM

A. All M.U. teachers have been involved, Mrs. Gross has been in charge of the program, selecting and assigning students. Mrs. Berry and Mrs. Robinson have been concerned with the training aspect.

B. Tutors were given an inservice training program in: a) reading with children, b) use of the Missed Word Booklet (developed by M.U.) and c) manual writing (printing).

C. Tutors were issued badges provided by the M.U. teachers in charge.

VII. WORKING IN CLASSROOM

A. All M.U. teachers are teaching decoding skills in the classroom. Mrs. Gross (1st grade) works in 3 classrooms teaching beginning consonants and vowels. Mrs. Berry works in 2 classrooms (3rd grade) teaching syllabication and creative writing. Mrs. Robinson (2nd grade) works in classroom.

B. M.U. teachers prepare and provide materials.

IX PHONICS FOLDERS

A. Consonant folder-charts developed by Mrs. Berry, are being used in three first grade, as well as in M.U. pull-out classes.

B. Other sound folder-charts have been developed and will be used: #2-Short Vowels and Blends/Digraphs; #3-Secondary Vowels, and #4 Syllabication (not printed).

X. CAFETERIA LUNCH DUTY

A. M.U. teachers consistently aid in cafeteria every Tuesday.

XI. SUBSTITUTE DUTY

A. Have served as in-house substitutes: 1) worked in classroom when, a teacher has attended a meeting, 2) worked in classroom when teacher has taken a sick day.

B. Accepted requests from teachers to supervise classes while emergencies are attended to.

XII. OTHER

A. Attended staff development meetings, M.U. meetings, District Reading-Language Support Personnel Meetings.

B. Served on Committees.

ANTICIPATED

I. PARTICIPATING IN POST CTBS TESTING, BEGINNING April 27, 1977

II. POST TESTING OF M.U. PARTICIPATING STUDENTS

Respectfully submitted,

Helen Berry

Marylyn Gross

Mary Robinson

*XIII. TITLE I ACTIVITIES

A. Participated in Title I activities as needed.

encs.: CTBS Practice Material-Spring Testing, Grade 2
CTBS Practice Material-Spring Testing, Grade 3
"Freddie Blendy" - Creative Writing Project, Grade 3

Pages 262-263 removed due to poor reproducibility

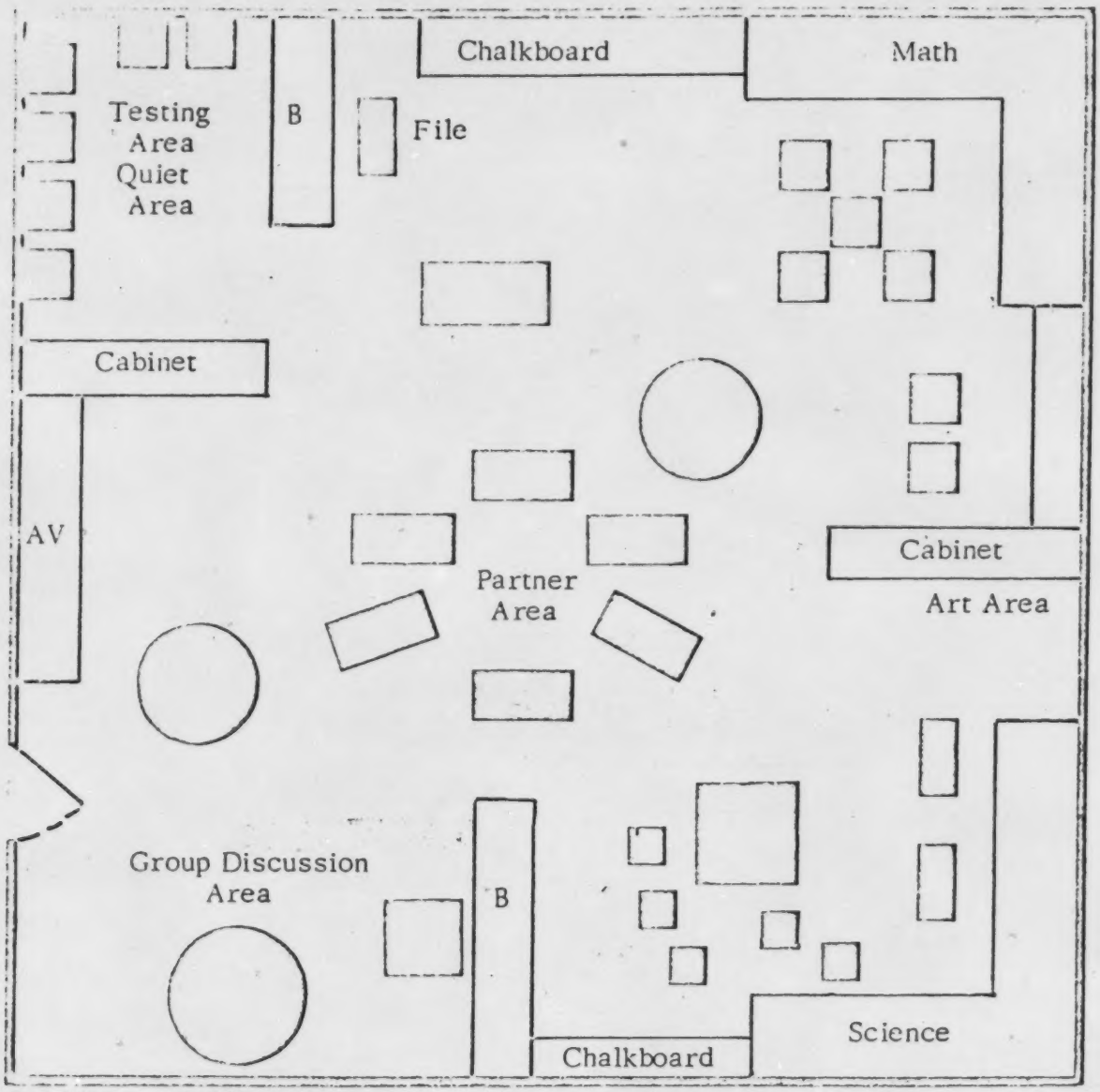
Everyone Needs Praise

PARENTS, TRY THESE DIFFERENT WAYS OF TELLING YOUR CHILD YOU'RE PLEASED WITH HIS EFFORT AND PROUD OF HIS WORK.

That's <u>really</u> nice.
Wow!
That's great.
I like the way you did this.
Keep up the good work.
That's quite an improvement.
Much better.
Good job.
Beautiful penmanship.
You really outdid yourself today.
This kind of work pleases me very much.
Congratulations. You only missed _____.
Terrific.
Beautiful.
Look what you got done today.
Thank you for working so hard.
It looks like you put a lot of effort into this.
Very creative!
Tell me more about this.
Good answer. I'm impressed!
Tell me why you chose that answer.
Good for you!

Now you've got the idea.
Exactly right.
Superior work.
That's an interesting point of view.
Nice going.
You make it look so easy:
Let's put this one on the bulletin board.
Daddy is going to have to see this paper.
Let's save this one in your good work folder.
Look at how you've improved.
Let's send this to Grandma.
Your school work looks better every day.
Look how good your spelling is.
Your letters are all on the line and evenly spaced.
Thank you for bringing this paper home.
Let's put a star on this paper.
These good grades call for a treat.

A ROOM WITH TWO SUBJECTS



1. Where would you locate the teacher center?

2. Are the activity centers duplicated for each subject?

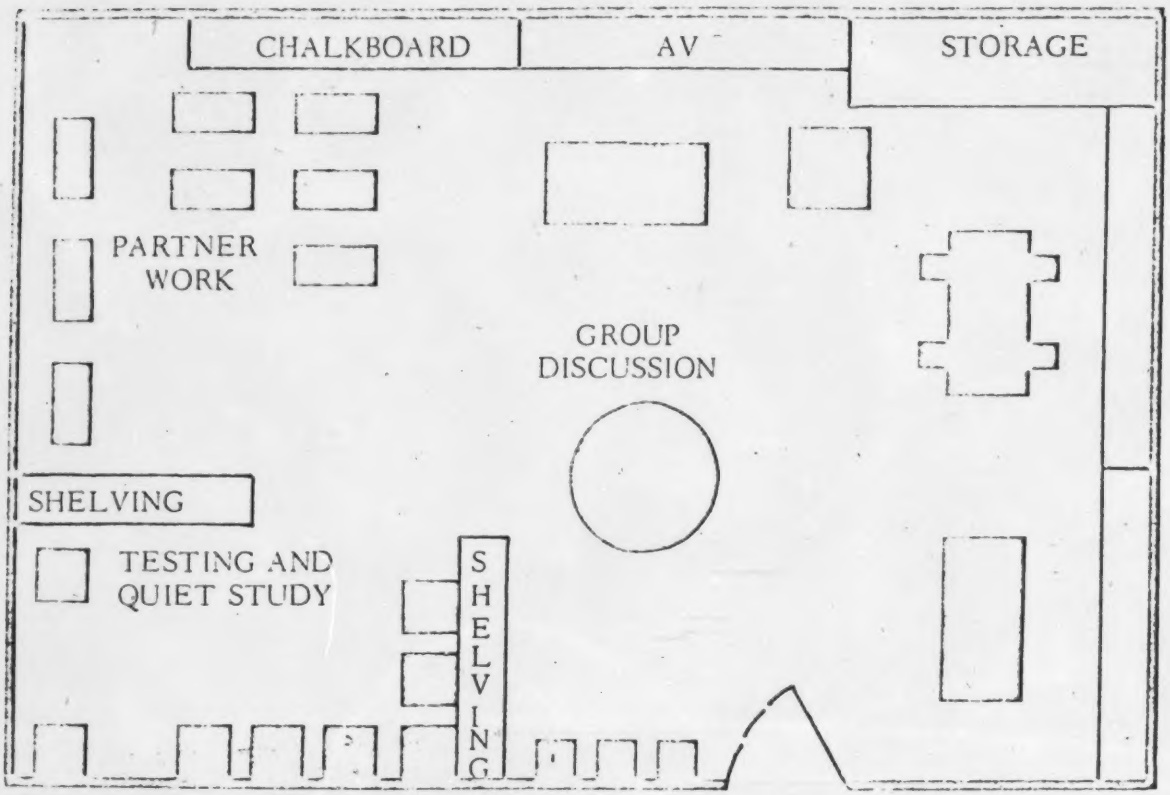
3. Are the materials distributed by activity center?

B = Bookcase

DEPARTMENTALIZED CLASSROOM

A departmentalized classroom is defined as a classroom where one or two subjects are taught by one or two teachers in contrast to a self-contained classroom where four subjects are taught.

A ROOM AS A SUBJECT CENTER (e.g., SCIENCE)



1. List the activity centers in this classroom.

2. Where would you locate the teacher center?

3. What other activity could take place in the partner work area?

4. Are the quieter activities separated from the more distracting ones?

5. Is the storage cabinet properly located?

WHAT ABOUT GOALS AND OBJECTIVES

If the goal of the schools is truly to produce responsible, contributing citizens, then attention must be focused on that goal and the necessary steps planned to insure each student's success. Curricular and learner objectives become the planned steps to the ultimate goal.

There is need to consider what the school, district, and community goals for secondary students are in the area of reading. Perhaps those who are affected, those who are the beneficiaries (students and parents) and those who are the facilitators (the educators), ought to get together and make the decisions. If education is to be responsive to expressed community desires (the "what" of curriculum), then educators must listen to the community and assume the responsibility of devising the "how" of the curriculum. However, again all those who are affected should be involved for the best results. These are students, parents, educators, and other community representatives.

Objectives are tools of organization and direction which differ from goals only in specificity, i.e., goals are general, objectives specific. For example, two objectives in reading might be: (1) to increase the comprehension level of each tenth grade student 15 months during a nine month school year, or (2) to increase the vocabulary of each ninth grade student at the rate of five new words daily as measured by an informal evaluation tool which requires 90 percent accuracy. Objectives are usually numerous but should reflect a direct correlation with the expressed community goals previously considered. When long term goals, objectives, or precedures do not reflect these needs, change is necessary immediately to prevent polarization of the school and community.

When needs, goals, objectives, and procedures are congruent, cooperation is more likely to be evident and the evaluation of such a program is a simple reflection of the extent to which the goals and objectives are met. Using pre and post test evaluation, all teaching of skills must be calculated to alleviate discrepancies between pre test results and program objectives. That is to say that the goal and objective statements reflect anticipated fulfillment of needs. These predictions can be obtained from a needs assessment.

Generally speaking, the information is gathered by two different kinds of instruments. The first, norm-referenced tests, provide data to compare classes, schools, and districts with each other as well as with national averages. This kind of data shows <u>general</u> needs but does not reflect the details of those needs. A listing of such tests may be found on page 86. The second kind, criterion-referenced tests, have an entirely different purpose and are particularly helpful to the teacher with the question: "What should I do tomorrow for Tina?" These tests are teacher devised or may be part of a reading skills management system. The results of criterion-type tests show specific knowledge and specific deficits of the learner. By simply separating the essential items to be learned into two groups, those the student has mastered and those not yet mastered, and then referring to a sequence of developmental skills, the teacher is provided with immediate help deciding what to tackle tomorrow with each learner.

DETERMINING READABILITY

Of all methods of calculating readability, Fry's formula is probably the least complicated of all. It is suggested that the reading/language teacher be made aware of the procedure for determining the readability level and that they apply the Fry formula to text books that they are currently using. In this way resource teachers will gain an experience in calculating readability of their texts, and also become aware of how difficult some of their students will find these texts to read.

Higher levels of questioning techniques should be developed and utilized to get students to use their higher mental processes. A copy of Barrett's Taxonomy of Reading Comprehension is included in the appendix to provide resource teachers with a guide to stimulate questioning at the inferential, evaluative, and appreciative levels, and it is recommended that the teachers be encouraged to develop their own skills in these areas.

W E L C O M E

When you come to your child's room, please remember, it is a child's world. It is their ideas, their work, and their fun.

Sometimes children's ideas of decoration, beauty, and good housekeeping do not coincide with adults'. They are unhampered by rigid rules of art and free expression.

The child's imagination is great--as at least we hope it is--he can do wonderful things; painting the wind, dancing like a leaf, finding happiness in performing a simple task--abilities some adults <u>may</u> have lost somewhere along the way.

Please return for a brief visit to the wonderful world of young children! Enjoy the uninhibited joy, wonder, and enthusiasm for living and learning

W E L C O M E

CHILDREN'S SELF EVALUATION

	Week of										
1. I choose a variety of books to read. I do not read only one type of book.											
2. I use my spare time to read because I enjoy it.											
3. I can figure out a word I don't know by seeing how it is used in the whole sentence.											
4. I set my own goals. I raise my reading level by choosing more difficult books which I can still read.											
5. As I read, I think about what the author is trying to say.											
6. Before I have finished a book I can predict a possible ending from what has gone on before.											
7. I can think up ways of having interesting book reports.											
8. I enjoy telling others about good books I have read.											
9. I ask others about good books they have read.											
10. I do not choose a book because it looks easy to read.											
11. I keep my Reading Diary up to date.											

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7/7/70

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CERTIFICATE OF ACHIEVEMENT

To Whom It May Concern:

Witness today, the ..... day of the month of ..... in the year ....., that ..... had successfully mastered

.....

.....

.....

.....

Let all who read this certificate be joyous and proud!

Signed this day in the County of .....,

in the State of .....

TEACHER _____ STUDENT _____

PRINCIPAL _____ WITNESS _____

CONTRACTS

A contract is a document stating exactly what the student is to do and what rewards will follow for completion of the task. The contract is more suitable for the more mature child. The following information should be included in every contract:

1. child's name and date of contract
2. statement telling exactly what must be achieved and how measured as well as approximate termination date
3. exactly what will be earned
4. signatures

LEARNING CONTRACTS

I, _____ agree to accomplish the following: _____

_____

_____

_____

_____

I plan to complete the above by _____

After I have completed the above I would like to: _____

_____

_____

_____

Student

_____

Teacher

Contracts are 'negotiated' on a one-to-one basis. Usually one contract is written after the stipulations of the previous contract have been completed and the rewards given.

Pages 273-277 (Cloze: A Technique for Determining a Student's Understanding) was removed due to poor reproducibility.

page 278--Word Attack Skills List

The following pages were removed due to copyright restrictions.

page 278--Word Attack Skills List.
page 279-281--Group Word Attack-Synthesis Test.
page 282--Individual Oral Word Attack Test; Administration Guide.
page 283-285--Individual Oral Word Attack Test; Test Copy.
page 286--Helpful Hints for Game-Making.

From: Word Attack Joy (refer to bibliography)

PHONICS REVIEW SEQUENCE

FOR TOTAL FACULTY INVOLVEMENT

PHONICS

PHONICS REVIEW SEQUENCE

The object of the review sequence is to take a specific series of phonic skills and review them in a systematic fashion. The attached sheet indicates arbitrary skills selected that would be reviewed, and the chronological sequence of the review over a 20-day period. You will note that there are 20 skills designated for review and that thesequence is in the format of a 20-day grid. ANY number of skills may be reviewed over ANY time period.

For example, you may decide that you want to review only 10 skills at a time over a 10-day period. You may do this; and at the end of the first 10-day sequence, you may start another 10 skills, or you may choose to start the same sequence over again and, in effect, have a double review of the same skills.

In the sequence grid are two letters beside which are numbers. The numbers refer to the skills designated for review and listed at the bottom of the page; the "T" means "teach"; and the "R" means "review". On this 20-day grid, each skill is (T) taught once and (R) reviewed twice, and as a result, over the 20 days, each skill is presented a minimum of three times.

The logistics for setting up this review are simple and can be operated at a classroom level, a grade level, or for an entire school. Ideally, operated on a school-wide basis under the direction of the principal or reading specialist, the entire student body can benefit by improving their phonetic skills.

If, for example, you were going to use the skills and grid as attached, the teachers would develop a 20-page booklet that contained each of the phonetic elements to be reviewed. Page 1 would contain 20 short "a" words (T); page 2 would contain 10 short "e" words (T), and 10 short "a" words (R); page 3 would contain 10 short "i" words (T), 5 short "e" words and 5 short "a" words (R); page 4 would contain 10 short "o" words (T), 5 short "i" words and 5 short "e" words (R); and page 5 would contain 10 short "u" words (T), 5 short "o" and 5 short "i" words (R); and so on for the 20-day, 20 skill review.

The word lists can be developed directly from the PHONICS SKILL DEVELOPMENT MANUAL and can be programmed 20 days in advance in the teacher's day book. Generally, a portion of the blackboard is designated for the phonics review, and the teacher can appoint a student to write or print the words on the board each day. Teachers using this systematic review sequence find that they can get through it several times a day - in fact, any time there is a break in the class activities - since it takes but a short time for the pupils to articulate a phonics rule and then read a list of 20 words.

PHONICS REVIEW SEQUENCE

Teaching Procedures

1. Designate a portion of your blackboard for the phonics review.

2. Each day the teacher or an appointed student can print, in lower case, the words for that day on the board.

3. The teacher begins <u>each</u> period by:

   a) having the students articulate the rules for the review words.

   b) having the students articulate the rule for the new skill.

   c) having the students read the list of 20 words.

4. If the teacher has time, or desires to do so, the class can review the the above sequence at any time in the period.

PHONICS REVIEW SCHEDULE

Scope & Sequence

Day 1	Day 2	Day 3	Day 4	Day 5
T - 1	R - 1 T - 2	R - 1,2 T - 3	R - 2,3 T - 4	R - 3,4 T - 5
Day 6	**Day 7**	**Day 8**	**Day 9**	**Day 10**
R - 4,5 T - 6	R - 5,6 T - 7	R - 6,7 T - 8	R - 7,8 T - 9	R - 8,9 T - 10
Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
R - 9,10 T - 11	R - 10,11 T - 12	R - 11,12 T - 13	R - 12,13 T - 14	R - 13,14 T - 15
Day 16	**Day 17**	**Day 18**	**Day 19**	**Day 20**
R - 14,15 T - 16	R - 15,16 T - 17	R - 16,17 T - 18	R - 17,18 T - 19	R - 18,19 T - 20

SKILLS

1. Short "a"
2. Short "e"
3. Short "i"
4. Short "c"
5. Short "u"
6. Final "e"
7. Double Vowel "oa"
8. Double Vowel "ai"
9. Double Vowel "ea"
10. Double Vowel "oo"
11. Double Vowel "ee"
12. Blends "br, cr, dr, fr"
13. Blends "gr, pr, pl, sl"
14. Blends "bl, cl, fl, gl"
15. Blends "tr, st, str, scr"
16. au - aw
17. eu - ew
18. ou - ow
19. oi - oy
20. ei

Day 1 Teach Skill 1

Skill Short Vowel "a"

Rule The short sound of the vowel "a" sounds like "a" as in the word "hat". These words have the short sound of the vowel "a".

WORD LIST (write on blackboard)

an	sap	tag	rap	pat
nad	jam	raf	rat	lad
sad	hag	cab	vat	bag
ham	caf	dap	cat	had

Day 2 Review Skill 1, Teach Skill 2

Skill Short Vowel "e"

Rule The short sound of the vowel "a" sounds like "a" as in the word "hat". The short sound of the vowel "e" sounds like "e" as in the word "ten". These words have the short sounds of the vowels "a" and "e" in them.

WORD LIST (write on blackboard)

ran	sat	van	ab	tan
rat	vat	dap	hag	pam
pet	fed	den	bef	wet
bet	yes	lep	set	heb

Day 3 Review Skills 1,2 Teach Skill 3

Skill Short Vowel "i"

Rule The short sound of the vowel "a" sounds like "a" as in the word "hat".
The short sound of the vowel "e" sounds like "e" as in the word "ten".
The short sound of the vowel "i" sounds like "i" as in the word "sit".

WORD LIST (write on blackboard)

hen	at	pet	ham	fed
caf	red	had	heb	man
it	sit	sin	lip	fib
bit	pin	tig	hid	him

Day 4 Review Skills 2, 3 Teach Skill 4

Skill Short Vowel "o"

Rule The short sound of the vowel "e" sounds like "e" as in the word "ten".
The short sound of the vowel "i" sounds like "i" as in the word "sit".
The short sound of the vowel "o" sounds like "o" as in the word "hot".

WORD LIST (write on blackboard)

bed	hit	feb	sit	did
lid	keg	det	fin	wet
hot	fog	got	dot	lom
job	rot	dob	cot	top

Day 5 Review Skills 3,4 Teach Skill 5

Skill Short Vowel "u"

Rule The short sound of the vowel "i" sounds like "i" as in the word "sit".
The short sound of the vowel "o" sounds like "o" as in the word "hot".
The short sound of the vowel "u" sounds like "u" as in the word "but".

WORD LIST (write on blackboard)

hit	bif	dog	nod	sit
got	it	pin	lob	pod
tub	sun	hum	tug	rut
fun	kul	rug	pun	gum

Day 6 Review Skills 4, 5 Teach Skill 6

Skill Final "e"

Rule In words of one syllable which end in "e" the preceeding vowel is usually long.
The short sound of the vowel "o" sounds like "o" as in the word "hot".
The short sound of the vowel "u" sounds like "u" as in the word "but".

WORD LIST (write on blackboard)

dog	tug	bog	jub	got
dob	sub	rug	sun	mop
cake	tire	dude	bone	tone
dape	rice	boke	sore	cute

Day 7 Review Skills 5, 6 Teach Skill 7

Skill Double Vowel "oa"

Rule The short sound of the vowel "u" sounds like "u" as in the word "but". In words of one syllable which end in "e" the preceeding vowel is usually long.
When two vowels come together in a word, the first vowel is usually long and the second vowel is usually silent. There are many exceptions.

WORD LIST (write on blackboard)

tub	tine	sun	tote	trade
mud	mice	sale	bud	hum
soak	coal	moat	toad	roam
foam	road	oar	oath	loam

Day 8 Review Skills 6,7 Teach Skill 8

Skill Double Vowel "ai"

Rule In words of one syllable which end in "e" the preceeding vowel is usually long.
When two vowels come together in a word, the first vowel is usually long and the second vowel is usually silent. There are many exceptions.

WORD LIST (write on blackboard)

nice	road	hone	roam	coat
foam	wake	cute	wide	moan
aid	mail	vain	rail	pair
maid	waif	jail	aid	nail

Day 9 Review Skills 7,8 Teach Skill 9

Skill Double Vowel "ea"

Rule When two vowels come together in a word, the first vowel is usually long and the second vowel is usually silent. There are many exceptions.

WORD LIST (write on blackboard)

waist	boat	mail	loaf	hail
plain	toad	soap	load	fail
eat	lean	reap	leak	read
team	bean	deal	peat	seam

Day 10 Review Skills 8,9 Teach Skill 10

Skill Double Vowels "oo"

Rule When two vowels come together in a word, the first vowel is usually long and the second vowel is usually silent. There are many exceptions. The double vowels "oo" form two different sounds. The first is the sound of "oo" as in "boom" and the second is the sound of "oo" as in "book".

WORD LIST (write on blackboard)

mail	cheap	bean	fail	clean
tail	speak	leak	pain	rain
moon	doom	took	loop	nook
room	good	cook	noon	food

Day 11 Review Skills 9, 10 TEACH Skill 11

Skill Double Vowel "ee"

Rule When two vowels come together in a word, the first is usually long and the second is usually silent. There are many exceptions.
The double vowels "oo" form two different sounds. The first is the sound of "oo" as in"boom" and the second is the sound of "oo" as in "book".
The double vowels "ee" follow the same rule as when two vowels come together in a word, the first vowel is usually long and the second vowel is usually silent.

WORD LIST (write on blackboard)

bead	moon	beam	boot	meal
took	dean	crook	reach	mood
see	week	beep	meet	seek
sleep	teen	keel	need	reef

Day 12 Review Skills 10, 11 Teach Skill 12

Skill Consonant Blends "br, cr, dr, fr"

Rule The double vowels "oo" form two different sounds. The first is the sound of "oo" as in "boom" and the second is the sound of "oo" as in "book".
The double vowels "ee" follow the same rule as when two vowels come together in a word, the first vowel is usually long and the second vowel is usually silent.
Consonant blends are sound units that are pronounced together instead of as single sounds.

WORD LIST (write on blackboard)

meet	ooze	beep	good	reef
hoof	beet	feel	zoo	nook
bring	cross	drag	frog	brand
crisp	drug	frost	brisk	drip

Day 13 Review Skills 11, 12 Teach Skill 13

Skill Consonant Blends "gr, pr, pl, sl"

Rule The double vowels "ee" follow the same rule as when two vowels come together in a word, the first vowel is usually long and the second vowel is usually silent.
Consonant blends are sound units that are pronounced together instead of as single sounds.

WORD LIST (write on blackboard)

feet	breeze	peep	crust	reek
crib	teeth	drag	heed	frank
grab	prom	plant	slay	grin
prim	plot	slop	gray	slip

Day 14 Review Skills 12, 13 Teach Skill 14

Skill Consonant Blends "bl, cl, fl, gl"

Rule Consonant blends are sound units that are pronounced together instead of as single sounds.

WORD LIST (write on blackboard)

brisk	grump	crank	grate	drill
pride	frock	plod	frit	slate
blast	clam	flirt	glint	blunt
clot	fled	globe	flake	blame

Day 15 Review Skills 13, 14 Teach Skill 15

Skill Consonant Blends "tr, st, str, scr"

Rule Consonant blends are sound units that are pronounced together instead of as single sounds.

WORD LIST (write on blackboard)

grope	prod	clip	slide	glum
bless	plume	flap	prim	club
trot	stuck	strap	scram	stroll
stale	trim	scroll	strut	stunt

Day 16 Review Skills 14,15 Teach Skill 16

Skill "au - aw"

Rule Consonant blends are sound units that are pronounced together instead of as single sounds.
The letter combinations "au - aw" generally have the short sound of the vowel "o" as in the word "hot"

WORD LIST (write on blackboard)

blame	stem	clot	struck	flash
trot	glen	scratch	globe	screen
haul	saw	cause	claw	caution
auto	drawl	dawn	pause	automatic

Day 17 Review Skills 15, 16 Teach Skill 17

Skill "eu - ew"

Rule Consonant blends are sound units that are pronounced together instead of as single sounds.
The letter combinations "au-aw" generally have the short sound of the vowel "o" as in the word "hot".
The combination "eu" generally has the long sound of the vowel "u".
The combination "ew" has two common sounds: One is the long sound of the vowel "u" and the other is the sound of "oo" as in "zoo"

WORD LIST (write on blackboard)

trend	claw	stamp	autumn	stray
auto	scream	dawn	awful	treat
feud	deuce	neutral	pew	hew
dew	stew	flew	chew	grew

Day 18 Review Skills 16,17 Teach Skill 18

Skill "ou - ow"

Rule The letter combinations "au-aw" generally have the short sound of the vowel "o" as in the word "hot".
The combination "eu" generally has the long sound of the vowel "u".
The combination "ew" has two common sounds: one is the long sound of the vowel "u" and the other is the sound of "oo" as in"zoo".
The letter combination "ou" generally has the same sound as the letter combination of "ow" as in the word "now". The letter combination of "ow" has a second common sound which is the long sound of the vowel "o" as in the word "blow".

WORD LIST (write on blackboard)

cause	crew	claw	knew	haul
feud	lawn	deuce	straw	mew
scout	sound	loud	proud	count
town	glow	sow	tow	snow

Day 19 Review Skills 17, 18 Teach Skill 19

Skill "oi - oy"

Rule: The combination "eu" generally has the long sound of the vowel "u". The combination "ew" has two common sounds: one is the long sound of the vowel "u", and the other is the sound of "oo" as in "zoo". The letter combination "ou" generally has the same sound as the letter combination of "ow" as in the word "now". The letter combination of "ow" has a second common sound which is the long sound of the vowel "o" as in the word "blow".
The letters "oi-oy" both have the sound of "oy" as in the word "boy".

WORD LIST (write on blackboard)

chew	knew	flow	hew	neutral
out	now	feud	pout	shout
oil	joint	joy	annoy	broil
voice	ploy	poison	coy	moist

Day 20 Review Skills 18,19 Teach Skill 20

Skill "ei"

Rule The letter combination "ou" generally has the same sound as the letter combination of "ow" as in the word "now". The letter combination of "ow" has a second common sound which is the long sound of the vowel "o" as in the word "blow".
The letters "oi-oy" both have the sound of "oy" as in the word "boy".
The letter combination of "ei" has three common sounds: the first is the long sound of the vowel "a" ; the second is the long sound of the vowel "e"; and the third is the long sound of the vowel "i".

WORD LIST (write on blackboard)

grow	blow	coil	brown	joy
oil	pout	noise	boil	mouse
weight	rein	vein	either	leisure
receive	eight	seize	height	sleigh

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A good teacher is always concerned about the development of personal and professional growth. In order to facilitate the teacher in the development of personal and professional growth, we have included a list of suggested readings.

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